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PERSONALITY AND SUPERORDINATE/SUBORDINATE ROLE BEHAVIOR.(U)
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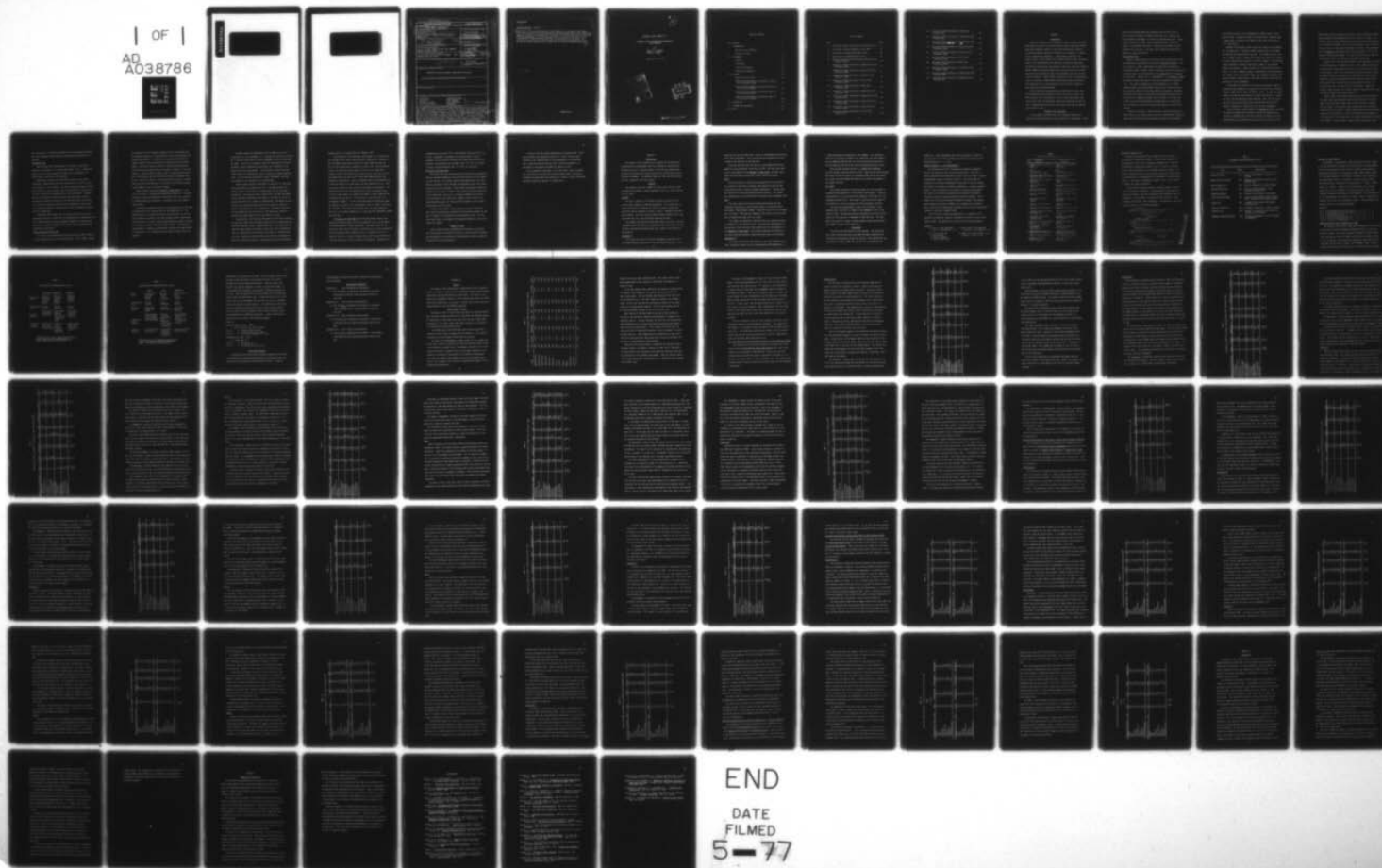
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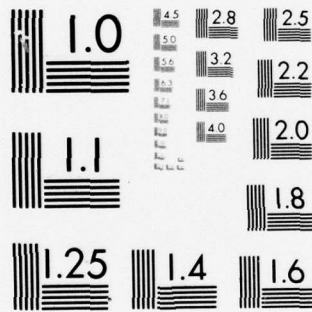
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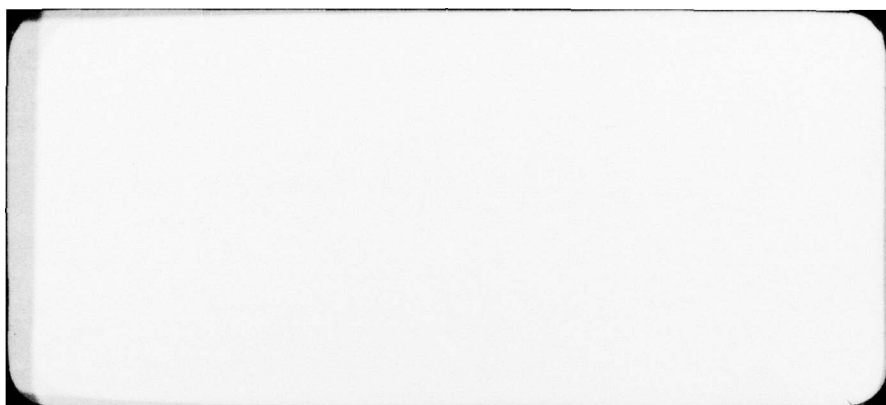


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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

19 REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM	
1. REPORT NUMBER 18 AFOSR-TR-87-0500	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER	
4. TITLE (and Subtitle) 6 PERSONALITY AND SUPERORDINATE/SUBORDINATE ROLE BEHAVIOR		5. TYPE OF REPORT & PERIOD COVERED Interim Scientific	
7. AUTHOR(s) 10 Leslie A. Fiechtner Arthur B. Sweney		6. PERFORMING ORG. REPORT NUMBER 9 Technical Report No. 112	
9. PERFORMING ORGANIZATION NAME AND ADDRESS Wichita State University Center for Human Appraisal and Comm. Research Wichita, Kansas 67208		8. CONTRACT OR GRANT NUMBER(s) 15 AF-AFOSR-21-2001-71	
11. CONTROLLING OFFICE NAME AND ADDRESS Air Force Office of Scientific Research (NL) Bolling AFB, DC 20332		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 61102F/9778-01 16 17	
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) 14 TR-112		12. REPORT DATE 11 15 May 1975 12 86P	
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		13. NUMBER OF PAGES 86	
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		15. SECURITY CLASS. (of this report) Unclassified	
18. SUPPLEMENTARY NOTES		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE	
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)			
Personality Motivation Response to Power Superordinate Roles		Subordinate Roles Role Pressure Role Preference Management <i>This research examines</i>	
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)			
This research was undertaken with the objective of developing a better understanding of the relationship between personality, motivation, and superordinate/subordinate role preference and pressure. A number of samples from different studies and varied situations for a total sample size of 718 were included in the research. Subjects were from sales, academic, manufacturing, and military environments. All or part of the following instruments were administered: 16 Personality Factor Tests, Motivational Analysis Test, Response to Power Measure, Supervise Ability Scale, and Responsibility Index. A correlation of analysis was performed. <i>Examined</i>			

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Item 20, Abstract (Cont'd)

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Comparing Air Force and Army personnel with managers in an industrial environment. The findings show that there are personality and motivational factors that consistently appear with specific superordinate or subordinate role preferences and role pressures. ~~From this research~~ it is evident that more needs to be done in the impact of the relationships of superordinate/subordinate role preferences and pressures, and personality and motivation to better understand the underlying dimensions of role for more meaningful applications in managerial training and leadership development.



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TECHNICAL REPORT NUMBER 112

PERSONALITY AND SUPERORDINATE/SUBORDINATE
ROLE BEHAVIOR

BY

LESLIE A. FIECHTNER
ARTHUR B. SWENEY

AFOSR-71-2001

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CHAPTER I

Introduction

Since the 1939 paper on the research of Lewin, Lippitt, and White, much research has been carried out and many articles have been written about what supposedly underlies such differing patterns of behavior as rebellion against authority, persecution of a scapegoat, or submission to authoritarian domination. Accomplished researchers like Argyris (1964), Likert (1958), Blake (1964), McGregor (1960), and others seem to have concentrated on the behaviors exhibited by individuals and have not grappled with the question of what lies under this behavior. Maslow (1965) and Herzberg (1959) delved into the territory of motivation and called attention to some of the possible causes for an individual's behaviors. Sweney (1969), presented primarily a psychological view in his model of superordinate/subordinate systems; and placing more importance on the value systems of the individual he hoped to more than just pigeon-hole people.

Exactly what are the personality and motivational factors that are contributing to the behaviors found in the Lewin, Lippitt, and White studies? This same question is still being asked today, some thirty years after the pioneering research was conducted; and the answer is awaited with more interest and concern than when the question was originally asked.

Review of the Literature

As was stated by Elsass (1971), the literature abounds with efforts to classify supervisors and to pigeon-hole subordinates. There

seems to be agreement among the researchers that the work done by Lewin, Lippitt, and White in 1939 at the University of Iowa was the first meaningful experiment in the area of superordinate roles. Lewin, Lippitt, and White's (1939) research demonstrated what impact the leaders' superordinate roles had in creating an environment in which problems could be solved. The three roles played were Authoritarian, Democratic, and Laissez-faire.

Superordinate Role:

Adorno, Frenkel-Brunswik, and Sanford (1950) undertook describing the confrontive superordinate role using the California F-Scale. From their research a better understanding of authoritarian personality and behavior began to emerge. Adorno noted that personality and behavior are not the same. He said personality lies behind behavior and within the individual. Adorno's et al., development of the California F-Scale gave others a means with which to test their hypotheses of managerial roles. This same instrument was used by Haythorne et al. (1956), Tarnopol (1958), and Vroom and Mann (1960) in their studies but they were assessing different traits than Adorno had measured. They generalized that the high score indicated strong authoritarianism, but the low score was a somewhat different kind of problem. This lower end of the scale was called everything from democratic to equalitarian, even laissez-faire, and at no time were the behaviors of these roles defined.

Stodgill and Kochler's (1952) research at Ohio State University began looking at the superordinate role from nine behavioral dimensions. These were later found to center around two leader role dimensions,

"initiating structure" and "consideration of people" (Haplin, 1957; Shartle, 1960). Evidence by Stodgill and these others suggested that a superordinate's personality or behavior could alter the structure of an organization.

McGregor and Arensberg (1942) agreed with Stodgill and suggested that the democratic or "people-oriented" superordinate was the means for changing the organizational structure. This seemed to open a new area of common interest; research and studies were begun in an attempt to relate organizational structure in terms of "people". When McGregor (1960) presented his Theory X and Theory Y model, an even greater emphasis was placed on "human relation" and "interpersonal relationships". A rush of "people-oriented " superordinate role studies began. Bass (1960), Strauss and Sayles (1960), and Tannenbaum, Weschler, and Massarik (1961) conducted some of the better research considering the permissive style of management.

At the same time the phrase "participative management" began to replace the words democratic or equalitarian in much of the literature (Argyris, 1964; Walton, 1966; and Melcher, 1967). Yet when the participative role was put into practice in actual organizations, it turned out not to be the democratic style theorized. Much like the results Bass and the others predicted, many organizations found they had imposed a permissive or laissez-faire role on their management.

Blake and Mouton (1964) developed the Managerial Grid by expanding the Stodgill organizational concepts of people consideration and structure, relabeling the axes "Task Oriented" and "People Oriented". Superordinates being evaluated were classified as having one of five

combinations of task-to-people orientations. Blake and Mouton stressed that the behavior being measured must be pure and not a facade. This created a conflict with psychological theory which states that behaviors of an isolated environment, such as work, necessitate "roles" differing from the "roles" of some other environment, like home. Thus the behaviors the Managerial Grid measures are the superordinate's "roles" displayed in the work environment. This type of conflict occurs when the psychological factors are ignored or considered unimportant.

Superordinate roles have been defined by some researchers according to the effectiveness of leadership skills. Gross (1969) believed that a superordinate's effectiveness rested first in his ability to create or define goals, then in the clarification and administration of them. He hypothesized this effectiveness was separated into seven traits or dimensions: choosing the appropriate means, assigning tasks, coordinating, motivating, creating loyalty, representing the group, and inspiring the group into action at the right moment. Bowers and Seashore (1966) surmised a four factor theory of leadership after reaching eight estimated effectiveness behaviors.

Fiedler (1967) took another approach, theorizing effectiveness as contingent upon group composition and unified interaction synthesis. Wager (1956) and Melcher (1967) using similar constructs, proposed that the leader's effectiveness could be measured by his obligatory responsibility to the group. Janowiz (1959) proposed the effectiveness dimension to be founded on a shifting from authoritarian domination to "manipulation"; and practically, this concept summarizes most leader skill theories. Rainio (1955), researching the literature in this

area, was able to list nearly one hundred traits and demonstrated there was little agreement among researchers concerning their degree of importance.

Subordinate Role:

There has been some research done in the study of subordinate behaviors; but generally, it has been overlooked. This is interesting because no one is ever separated from the role of subordinacy, no matter what his position in the hierarchy.

Subordinate motivation has been greatly studied using various approaches. Maslow (1965) used need satisfaction as a basis for motivating people. In his hierarchy, the person progresses upward from the basic biological needs, through safety, social affection, esteem, until he finally reaches self-actualization or self-fulfillment. Herzberg, Mausner, and Synderman (1959) theorized that subordinates could be motivated by removing dissatisfiers and replacing them with satisfiers. At this point it should be realized that the emphasis for motivation was placed on the behaviors which could be used by management to manipulate the subordinate.

Subordinate effectiveness has often been considered in terms of performance appraisal, rather than in understanding the subordinate role. Clark (1964) proposed that most management programs fail because they don't see the connection between effectiveness and the superordinate/subordinate relationship.

Superordinate/Subordinate Role:

The area of superordinate/subordinate research has dealt primarily with the responsibilities of the superordinate. Likert (1958) stressed

the importance of the interaction between specific subordinates and the immediate supervisor or superordinate as the prime determinate of superordinate behavior. The effects of superordinate/subordinate communications on job satisfaction were studied by Burke and Wilcox (1969). From their research a theory of superordinate/subordinate interaction was developed based on the degree of openness in the relationship. Zaleznik (1965) provided a model of superordinate/subordinate relationships using the subordinate extremes of dominance--submission, and active--passive. He applied these constructs to explain cause and effect relationships of role behavior but offered no means of measurement in order to test such a theory.

Sweney (1969) presented the Response to Power Model as a heuristic definition of superordinate/subordinate dimensions. The model hypothesizes that superordinate and subordinate roles are a grouping or combined composite of behaviors, attitudes, values, and communication styles.

The defined psychological roles of the superordinate in this model are Authoritarian (A), Equalitarian (E), and Permissive (P). The Authoritarian is an autocrat who shows strong character, is decisive and confrontive, and tends to be blame oriented towards subordinates. The Equalitarian is secure, objective, unthreatened by people, and tends to be solution oriented rather than blame oriented. The Permissive superordinate is supportive, affectionate, and gives his power readily to subordinates. He is defensive and yet tends to blame himself for problems.

The model defines the subordinate roles as Rebel (R), Critic--Co-operator (C), and Ingratiator (I). The Rebel may be subtle or active. He is confrontive and hostile, rejects management, and has strong needs for power. The Critic--Co-operator functions coordinately with superordinates, shares responsibility and power, and is objective in approaching his work and problems. The Ingratiator, often called the "eager beaver" or "brown-noser", works to please and support superordinates. He can tolerate high conflict, absorb punishment, and often sees himself as the confidant of his superordinate.

Sweney's model assumes an individual at some point in time plays both superordinate and subordinate roles. The model predicts the confrontiveness, objectivity, or supportiveness of the individual's personality. The degree to which a person falls into both the Authoritarian and Rebel dimensions of the model is the degree to which his personality reflects his needs for confrontation. The degree to which he falls into the Equalitarian and Critic--Co-operator dimensions predicts the objectivity of his personality. The degree to which he can be categorized into the Permissive and Ingratiator dimensions predicts the supportiveness of his personality structure.

Theoretically, those who have high needs for confrontive behaviors and who value power tend to be Rebels when acting as a subordinate and Authoritarians when acting a superordinate role. Individuals who are objective about people and problems, tend to be Critic--Co-operators when in a subordinate role and Equalitarian when in a superordinate position. Individuals with high needs to be helpful and supportive tend to be Ingratiators when in a subordinate position and Permissive

managers when in a superordinate role (Sweney, 1970).

Psychologically, some individuals have another set of needs which may overpower their needs to be confrontive, objective, or supportive. In 1970 Sweney pointed that unclassified, these needs may take the form of self-actualization, conformity, success, etc. But the obvious vehicle for satisfying these needs is to exist in a climate which produces little or no tension, and in which stress finds ready relief. The Authoritarian can best fulfill these needs when working in the presence of Ingratiators. Such a surrounding permits the Authoritarian to hold the power and be confrontive, and the Ingratiator to be a "yes-man" and be supportive, thus fulfilling the needs of both people. The Equalitarian and Critic--Co-operator can receive the greatest satisfaction of their needs in an objective climate of equal responsibility and shared decision making. The Permissive is most reactive in an environment of Rebels. In this setting the Permissive abdicates power and supports the ideas of his subordinates, which is ideally satisfying for the Rebel. Individuals who strongly fall into these dimensions, A/I, E/C, or P/R show preference for an organizational atmosphere without much conflict.

The Response to Power Model differentiates between these larger categories considering the first to be composite roles, and the second to be organizational climate preferences. The model allows for the possibility that; while the specific characteristics of one's personality may be confrontive (A/R), objective (E/C), or supportive (P/I), his needs for survival in a work situation may or may not override the satisfaction he derives from this personality expression. Therefore his

strength may (or may not) fall in the antipodal dimensions (A/I, E/C, or P/R). Measurement instruments can indicate where a person's strengths lie, but various situations and interactions may alter his behaviors from composite role strengths (A/R, E/C, P/I) to an organizational climate preference (A/I, E/C, P/R), or vice-versa.

Personality and Motivation:

Researchers who have studied personality and motivation generally have not concerned themselves with the differing roles of the subjects in their studies. The various superordinate/subordinate role styles were not considered usually because the researchers took a more generalized view of their subjects. Maslow (1965) and Herzberg (1959) are examples of this type of research; where, while discussing motivation of the subordinate, they fail to distinguish between the differing roles available to the subordinate. Adorno's (1950) study of the authoritarian personality is the possible exception to this trend of generalization of role style.

Probably more typical is the research of Cattell (1957,1970) which gives an opportunity to observe the differences between the samples in regards to the personality and motivation factors. At the same time, there is no attempt to distinguish between the role styles within the samples.

Purpose of Study

While studying people, psychological researchers are involved with motivational and personality factors of the population in general. And the behavioral researchers are concerned with roles as a means of studying the resulting behaviors.

A study of the two realms simultaneously may benefit both. Could the differing roles employed by subjects in similar settings cause problems in the interpretation of the psychological or motivational sets? Would the opposite also be true? Could the personality or motivation of the subject influence his choice of role?

Due to questions like these, it was felt that a study to examine the relationship of personality and motivational factors with superordinate and subordinate roles would be of interest to those individuals currently conducting research in related areas.

CHAPTER II

Methodology

The purpose of this research was to examine the relationship of superordinate and subordinate roles with personality and motivation. The data was from six separate samples, which had been administered personality and motivation tests along with the superordinate and subordinate instruments. The combined sample was then analyzed to determine the strength of the relationships.

Subjects

The subjects came from a number of varied sources and consisted of samples from students, middle management, sales, U.S. Army, and the U.S. Air Force.

Students:

This was a sample of 137 students enrolled in upper division courses from a number of different departments. This sample was collected during the fall semester of 1972 at a Midwest metropolitan University and was composed of seniors, juniors, sophomores, and graduate students. This was a group of work-oriented students with an age range from 18 to 55, with the average age being 24 years.

The subjects were tested during their normal class time. The only inducements were the promise of psychological and motivational profiles to those individuals who wanted them, and a report on the results of the research.

Management I:

This group consisted of 115 middle management supervisors in a large manufacturing corporation in the same metropolitan area. This

sample was all male and came from a variety of departments and positions within those departments. Their average age was estimated at 44 from a range of the late 20's to the late 50's.

These men took the tests as a part of a non-company administered supervisor training seminar in the fall of 1972. The tests were taken prior to any exposure to the Response to Power Model, and they understood that they would receive their results during the seminar.

Sales:

This was a group of 179 male Sales personnel who took the tests as a portion of the selection process when applying for nation-wide sales positions with a capital equipment manufacturer. The age range was from 24 to 55 with the average age being 32 years. This sample was collected over a two year period from January 1971 to December 1972.

Army:

This was a group of 44 United States Army personnel who were leadership instructors at various Army schools in the United States and Europe. These subjects ranged in age from 24 to 46 with an average age of 33 years. The group was composed of 42 officers and 2 enlisted men, of whom 43 were male and 1 was female.

This sample was attending a two-week University sponsored seminar on leadership in the spring of 1973. The tests were administered on the morning of the first day of the seminar prior to any exposure to the Response to Power Model. The subjects understood the results of the tests would be fed back to them during the course of the seminar.

Management II:

This group consisted of 185 supervisory and staff personnel in a small industrial products division (approximately 2000 employees) of

a larger manufacturing corporation in the Midwest. This sample was comprised of 41 upper and middle level supervisors and staff members, and the remaining 144 were men in first-line supervision positions. the age range was from 24 to 64, with the average age being 43 years.

These men were tested previous to a company-wide management training seminar during the spring of 1973. They took the tests knowing they would recieve the results at designated times during the seminar. This sample was administered the tests prior to their involvement in any seminar sessions.

Air Force:

This sample consisted of 58 United States Air Force personnel in a Communications Squadron of a Missile Wing in the Midwest. There was representation of each rank within the Squadron, from Airman (E-2) to Lieutenant Colonel (O-5). They ranged in age from the late teens to the middle 50's, with the average age being estimated at 28 years.

The tests were administered to most of the personnel in the Squadron over a period of six weeks at two commanders' calls in the spring of 1971. The men were promised psychological profiles and the results of the research as inducement to take the tests. This was done as one part of a larger, ongoing research project dealing with a vast number of areas of Air Force life.

Instruments

Five tests were administered to the subjects. The personality test (16PF) and the motivation test (MAT) are both prepared by the Institute for Personality and Ability Testing. The superordinate and subordinate role tests (RPM, SAS, and RI) are distributed by Test

Systems Inc. These instruments were used to determine if there are any significant relationships between personality and motivation and superordinate/subordinate roles.

Sixteen Personality Factor Questionnaire:

The revised form of this instrument was prepared by Raymond B. Cattell, and Herbert W. Eber to be used with adults. The test is mainly concerned with the personality factors that are rooted in general psychological research and shown in Table 1. The 16 PF draws its suitability for diverse psychological uses primarily from its comprehensiveness of coverage of personality dimensions. A second important feature is the orientation of the scales to functional measurement. The scales are directed at previously located natural personality structures related to the way personality actually develops. Third, because the 16 PF deals with basic personality concepts, the measurements become increasingly relatable to an organized and integrated body of practical and theoretical knowledge in the clinical, educational, industrial, and basic research fields.

The 16 PF form A, which was administered, is composed of 187 questions to determine a person's attitudes and interests using a short answer format. The questions are similar to the following examples.

EXAMPLES:

- | | |
|---|---|
| 1. I like to watch team games.
a. yes b. occasionally c. no | 3. Money cannot bring happiness
a. yes(true) b. in between c. no |
| 2. I prefer people who:
a. are reserved
b. (are) in between
c. make friends easily | 4. Woman is to child as cat is to:
a. kitten b. dog c. boy |

TABLE 1
THE PRIMARY SOURCE TRAITS COVERED BY THE 16 PF TEST

Factor	Low Sten Score Description (1-3)	High Sten Score Description (8-10)
A.	<u>Reserved</u> , detached, critical, aloof <u>stiff</u> (Sizothymia)	<u>Outgoing</u> , warmhearted, easygoing, participating (Affectothymia)
B.	<u>Dull</u> <u>Low intelligence</u> (Crystallized, power measure)	<u>Bright</u> <u>High Intelligence</u> (Crystallized, power measure)
C.	<u>Affected by feelings</u> , emotionally less stable, easily upset, changeable (Lower ego strength)	<u>Emotionally stable</u> , mature, faces reality, calm (Higher ego strength)
E.	<u>Humble</u> , mild, easily led, docile, accommodating (Submissiveness)	<u>Assertive</u> , aggressive, competitive, stubborn (Dominance)
F.	<u>Sober</u> , taciturn, serious (Desurgency)	<u>Happy-go-lucky</u> , gay, enthusiastic (Surgency)
G.	<u>Expedient</u> , disregards rules (Weaker superego strength)	<u>Conscientious</u> , persistent, moralistic, staid (Stronger superego strength)
H.	<u>Shy</u> , timid, threat-sensitive (Threctia)	<u>Venturesome</u> , uninhibited, socially bold (Parmia)
I.	<u>Tough-minded</u> , self-reliant, realistic (Harria)	<u>Tender-minded</u> , sensitive, clinging, overprotected (Premsia)
L.	<u>Trusting</u> , accepting conditions (Alaxia)	<u>Suspicious</u> , hard to fool (Protension)
M.	<u>Practical</u> , down-to-earth concerns (Praxernia)	<u>Imaginative</u> , bohemian, absent-minded (Autia)
N.	<u>Forthright</u> , unpretentious, genuine but socially clumsy (Artlessness)	<u>Astute</u> , polished, socially aware (Shrewdness)
O.	<u>Self-assured</u> , placid, secure, complacent, serene (Untroubled adequacy)	<u>Apprehensive</u> , self-reproaching, insecure, worrying, troubled (Guilt Proneness)
Q1	<u>Conservative</u> , respecting traditional ideas (Conservatism of temperament)	<u>Experimenting</u> , liberal, free- thinking (Radicalism)
Q2	<u>Group dependent</u> , a "joiner" and sound follower (Group adherence)	<u>Self-sufficient</u> , resourceful, prefers own decisions (Self-sufficiency)
Q3	<u>Undisciplined self-conflict</u> , lax, follows own urges, careless of social rules (Low self-sentiment integration)	<u>Controlled</u> , exacting will power, socially precise, compulsive, following self-image (High strength of self-sentiment)
Q4	<u>Relaxed</u> , tranquil, torpid, unfrustrated, composed (Low ergic tension)	<u>Tense</u> , frustrated, driven, overwrought (High ergic tension)

Motivation Analysis Test:

This test was designed for high school seniors and adults. It has been used in education, notably in selection and guidance, in psychological clinics, and in industrial personnel work. The MAT concentrates on dynamic measurements such as a person's interests, drives, and the strengths of his sentiment and value systems. The dynamic structures used are the ten which research has established to be representative, and comprehensive in coverage of adult motivation, Table 2. The authors are Raymond B. Cattell, John L. Horn, Arthur B. Sweney, and John A. Radcliffe.

There are 208 questions using four indirect methods of measuring an individual's motivation. The measurement is done along ten scales and considers both the unintegrated and integrated realms of motivation. The instrument is divided into four subtests: Uses, Estimates, Paired Words, and Information. The questions in each subtest are similar to the following examples.

USES (Subtest 1)

In this test you are asked what seems to you to be the better use to make of a given amount of time, money, etc., under given circumstances. For example:

- I. If someone had all the money he needed, he'd use it better by:

- ☐ Just enjoying himself.
☐ Studying abroad.

ESTIMATES (Subtest 2)

In other questions you are asked to make your best estimate of a truly correct answer. For example:

- | | | | | |
|---|--------|--------|---------|------------|
| II. "Hot" war between the U. S. A. and Russia is likely to break out within the next _____ years? | a
1 | b
5 | c
20 | d
Never |
|---|--------|--------|---------|------------|

PAIRED WORDS (Subtest 3)

You are to read first the "key" word in big letters which has a number by it. Then decide which of the two "association" words, above and below, it makes you think of.

- ☐ birthday
 I. PARTY
☐ political

- ☐ policeman
 II. TRAFFIC
☐ accident

INFORMATION (Subtest 4)

Instructions: This test is designed to measure the amount of information you have about various areas of knowledge. There are always four answers from which you are to choose one. For example:

- I. How many days are there in February in a leap year?

- a. 28. b. 29. c. 30. d. 31.

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TABLE 2
TEN DYNAMIC STRUCTURES MEASURED IN "MAT"

Title	Symbol	Description
Career Sentiment	(Ca)	Amount of development of interests in a career
Home-Parental Sentiment	(Ho)	Strength of attitudes attaching to the parental home
Fear (Escape) Erg	(Fr)	Level of alertness to external dangers
Narcism-Comfort Erg	(Na)	Level of drive to sensuous, self-indulgent satisfactions
Superego Sentiment	(SE)	Strength of development of conscience
Self-Concept Sentiment	(SS)	Level of concern about the self-concept, social reputa, and more remote rewards
Mating Erg	(Ma)	Strength of the normal, heterosexual or mating drive
Pugnacity-Sadism Erg	(Pg)	Strength of destructive, hostile impulses
Assertive Erg	(As)	Strength of the drive to self-assertion, mastery, and achievement
Sweetheart-Spouse Sentiment	(Sw)	Strength of attachment to wife (husband) or sweetheart.

Response to Power Measure:

The Response to Power Measure (RPM) prepared by Arthur B. Sweney, is an instrument which evaluates the degree to which a subject behaves within the role concept of each of the six defined superordinate and subordinate dimensions of the Response to Power Model (Sweney, 1969). This instrument measures an individual's feelings, values, behaviors, and communication styles. The subject is asked to answer 96 short attitude questions, indicating his response with a T (True), ? (Undecided), or F (False). There are six scales (A,E,P,C,R,I), one for each of the roles in the model. A high score on any of the scales indicates strong role preference on that dimension. The characteristics of the superordinate roles (A,E,P) are shown in Table 3, and the subordinate roles (C,R,I) are displayed in Table 4. The questions on the RPM are similar to the following examples.

EXAMPLES:

A---1. I treat people the way they treat me	T	?	F
E---2. I'm angry about my lack of success	T	?	F
P---3. I avoid hasty actions	T	?	F
C---4. I'm a good trouble shooter	T	?	F
R---5. I like to argue with my friends	T	?	F
I---6. I try not to offend people	T	?	F

Supervise Ability Scale/ Responsibility Index:

The Supervise Ability Scale (SAS) and the Responsibility Index (RI) are two self-ipsatized instruments developed by Nancy S. Elsass and Arthur B. Sweney. These tests evaluate the degree to which a subject feels compelled by society to behave within the role concept of each of the six defined, superordinate and subordinate dimensions from the role model and are shown in Tables 3 and 4 (Sweney, 1969). The SAS measures the three superordinate roles, and the RI measures the three

TABLE 3

DESCRIPTION OF SUPERIOR ROLE STYLES

	<u>Authoritarian</u>	<u>Equalitarian</u>	<u>Permissive</u>
Management Styles	Theory "X" Autocratic Paternalistic Coercive Subjective	Theory "Y" Participative Rational Motivative Objective	Missionary Indulgent Seductive Subjective
Communication Styles	No-sayer Yes-seeker	Objective Assessment	Yes-sayer No-seeker
Frustration Reaction	Problem seeker Extrapunitive Blames others	Solution seeker Impunitive Frustration directed toward situation, not people	Problem seeker Intropunitive Blames self and system
Assumptions about Subordinates	People are bad, lazy, stupid People must be forced to work	People are intelligent People are motivated People know their job best	People are weak People need love People repay kindness with work

Adapted from Sweney, A. B., Responses to Power Measure.
A Test of Superior and Subordinate Role Preferences,
 (Wichita: Test Systems Inc., 1972, pp. 44-46)

TABLE 4
DESCRIPTION OF SUBORDINATE ROLE STYLES

	<u>Rebel</u>	<u>Critic</u>	<u>Ingratiator</u>
Worker Styles	Trouble maker Complainer Protester Mutineer	Idea man Honestly critical Co-operator	Organization man Pleaser Yes-man Submissive
Communication Styles	No-sayer Yes-seeker	Not pre-Programed	Yes-sayer No-seeker
Frustration Reaction	Extrapunitive Blames others Sadistic	Impunitive Seeks solutions	Intropunitive Blames self Masochistic
Assumptions about Superiors	They are greedy They are unintelligent and wrong They cause problems	They are reasonable They want the truth They reward workers accordingly to real contribution	They are threatened and must be humored They have a right to avoid personal blame
Sociometric Behaviors	Accepts few people Rejects many	Accepts people moderately Rejects people moderately	Accepts many people Rejects few people

Adapted from Sweney, A.B., Response to Power Measure, A Test of Superior and Subordinate Role Preferences, (Wichita: Test Systems Inc., 1972, pp. 44-46)

subordinate roles described in the RPM. These instruments differ from the RPM in that they measure role pressure because of the social desirability set associated with the tests. The tests permit the subject to assume the responses of either a superordinate (SAS), or a subordinate (RI) separately, and maintain a different response set for each. Thus the subject will not have to make choices between the superordinate and subordinate roles. A high sten score on any of the three scales on the instrument, SAS (A,E,P) or RI (R,C,I), indicates strong role pressure on that dimension. The questions for both tests, thirty on the SAS and thirty-four on the RI, are a multiple choice type with three possible responses, each of which represents one of the superordinate or subordinate dimensions. Typical questions for the SAS and RI are shown in the following examples.

EXAMPLES:

Supervise Ability Scale (SAS)

1. When disagreed with, people should:

- | | |
|--------|-------------------------------------|
| A----- | a. support their own ideas |
| E----- | b. re-examine their own ideas |
| P----- | c. look for the viewpoint of others |

Responsibility Index (RI)

1. I want most to:

- | | |
|--------|--------------------------------|
| I----- | a. get along |
| C----- | b. get my job done |
| R----- | c. get people to agree with me |

Statistical Analysis

Correlation coefficients were calculated to measure the relationship between the superordinate/subordinate role preferences and role pressures with psychological and motivational factors. A Pearson

product-moment correlation was used to determine the magnitude of the relationship.

Experimental Hypotheses

Hypothesis I. Role Preference and Personality:

- a) Role Preference as measured on the RPM are correlated significantly with the single personality scales on the 16 PF.

Hypothesis II. Role Pressure and Personality:

- a) Role Pressure as measured on the SAS/RI is correlated significantly with the single personality scales on the 16 PF.

Hypothesis III. Role Preference and Motivation:

- a) Role Preference as measured on the RPM is significantly correlated with the single motivational scales on the MAT.

Hypothesis IV. Role Pressure and Motivation:

- a) Role Pressure as measured on the SAS/RI is significantly correlated with the single motivational scales on the MAT.

CHAPTER III

Results

The design of this research was to combine data from six separate studies as a means of examining the relationships between Superordinate/subordinate roles and personality or motivation. The results of the research are presented in Tables 5 to 25, showing mean scores and simple correlation coefficients, and figures 1 through 126 which provide quick interpretations of the relationships examined.

Sample Means For Roles

Displayed in Table 5 are the mean sten scores for the Role Preference and Role Pressure variables of the individual and combined samples. An examination of these means could add to our insight of what might be expected in the later results when these variables are correlated with personality and motivation factors.

The student sample (only RPM) shows what would be considered a personality rather than an organizational orientation. This might be explained by the environment to which they are exposed.

The means for the Management I sample shares the role change that occurs when a person's preferred role must be replaced by what is seen as an expected or pressure role. The managers' preferred role in this sample was primarily objective (E/C) with secondary emphasis on the supportive personality relationship of the Permissive/Ingratiator. Yet, when the situation was changed to the work environment, their primary role changed to the traditional organizational pattern of the Authoritarian/Ingratiator.

TABLE 5

Mean Sten Scores for Role Preference (RPM) and Role Pressure (SAS/RI)

Role	Test	Student	Management I	Sales	Army	Management II	Air Force	Total
Authoritarian	RPM	5.23	5.32	4.70	6.09	5.56	6.21	5.32
Authoritarian	SAS	----	6.04	----	4.86	6.59	----	6.18
Equalitarian	RPM	6.15	6.86	5.77	5.45	5.52	4.17	5.81
Equalitarian	SAS	----	5.50	----	6.55	4.57	----	4.85
Permissive	RPM	7.19	6.19	6.69	3.41	4.01	4.15	5.61
Permissive	SAS	----	4.81	----	5.41	5.24	----	4.84
Critic	RPM	6.43	7.90	6.23	5.52	4.88	4.12	5.97
Critic	RI	----	6.91	----	4.95	6.11	----	5.89
Rebel	RPM	5.70	2.89	5.48	4.61	4.32	6.04	4.80
Rebel	RI	----	4.45	----	6.89	4.70	----	4.63
Ingratiator	RPM	6.34	7.64	5.43	5.36	5.68	5.66	6.04
Ingratiator	RI	----	6.36	----	5.27	6.21	----	5.80
N =		137	115	179	44	185	58	718

Objectivity was now their secondary style. This change seems to have been brought about by the increase in confrontive type behavior expected of them.

In the next sample, Sales, (RPM only) the expressive organizational role pattern (P/R) emerges as the primary with the objective (E/C) again being second. This was brought about because of the high score on the Permissive role. The Sales sample was second to the student sample in this area, but must be considered the highest of any sample active in an organizational setting. The fact that salesmen need to be creative probably has much to do with this high score.

When looking at the Army sample we see the primary preference pattern of the traditional Authoritarian/Ingratiator followed by the objective pattern. This was expected, for there are few organizations which demonstrate more strongly the Authoritarian/Ingratiator pattern than do military organizations. These subjects definitely were not permissive which to them would have been a sign of weakness in a superordinate position. Their subordinate role preference was split with the Critic and Ingratiator roles being quite close, but the Rebel role was seen as inappropriate for Army Officers.

When the role pressure aspect is examined, the expressive organizational pattern is probably a function of their job as instructors. The equalitarian score increased at the same time pointing to the need to be objective in the teaching environment. They also saw the importance of questioning their superordinate as is reflected by the increase of the Rebel score.

The means of the Management II sample for role preference (RPM) shows a fairly balanced pattern with all roles used, and none really used that much more than the rest. If a pattern is more predominate, it seems to be the traditional (A/I) management pattern followed by the Objective pattern. When the role pressure means are plotted, the superordinate role show a manipulation profile; these men see management as being carried out in one of two ways, one being the use of force or "a heavy foot", and the other being the use of sweet talk or the "carrot on a stick" approach. Their subordinate critic and ingratiation roles increase and are very close, meaning they realize they must play the game (A/I) but retain their objectivity in as much as possible.

The role preference of the Air Force subjects was tied up in the personality pattern of the confrontive individual. This sample was the highest of all samples on both the Authoritarian and Rebel preference roles. The Authoritarian/Ingratiation pattern was the secondary pattern and the one usually associated with a military organization, much like the Army sample described earlier.

Bivariate Relationships of Personality (16 PF) to Role Preference (RPM)

The following are the results obtained by the comparison of the scores from the 16 Personality Factor Questionnaire and score of the subjects on the Response to Power Measure. These results give an insight into the personality factors used when an individual is in a non-work environment and/or in their preferred role. Each role will be discussed and the samples comprising the Total sample will be inspected individually.

Authoritarian:

The correlates of Authoritarian Role Preference (RPM) and Personality (16 PF) are displayed in Table 6. These results furnish a general picture of an authoritarian individual. The typical Authoritarian shown in the total sample depicts a person who is suspicious, possibly to the point of being paranoid (L). This type of person is on the practical side and tends to be parataxic in his thinking (M-), this fact is reinforced by the low score on the B scale which is a measure of intelligence. The authoritarian is tough (I-) and assertive (E) which are probably the primary factors used by most to describe an authoritarian type personality. At the same time, this person is on the impulsive side (F) and usually makes remarks of a critical nature. These two qualities, combined with the previously mentioned suspicious and parataxic thinking patterns, give a clue as to the source of authoritarian tension and stress (Q4).

Each of the separate samples, while patterning the general profile, has some differences probably as a result of their distinctive environments. Authoritarian in the student sample was more sociable (A) and outgoing than was the overall sample, and was at the same time the least intelligent (B-) of any role for the student sample. This sample also showed the venturesomeness (H) associated with students, and at the same time a high score on Q3 shows their need for a controlled, structured type of environment.

The Management I sample authoritarian was the most assertive (E) of all the samples and showed the same pattern as seen before with the suspiciousness factor (L) being quite high. A unique characteristic

TABLE 6
Personality (16PF) Correlates of Authoritarian Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	.17*	-.01	-.01	-.04	.08	.13	.06
Intelligence	B	-.24**	-.09	-.12	-.04	-.01	.00	-.09*
Emotional Maturity	C	.01	.00	-.14	-.07	.01	-.07	-.04
Dominance	E	.07	.27**	-.05	.09	.22**	.25	.13**
Enthusiasm	F	.09	.10	.10	-.08	.15*	.10	.10**
Conscientiousness	G	.02	.21**	-.06	.31*	.04	-.01	-.02
Venturesomeness	H	.17*	.11	-.12	.13	.02	.10	.04
Sensitiveness	I	-.20*	-.02	-.25**	-.48**	-.11	.10	-.10**
Suspiciousness	L	.20*	.30**	.19**	.29*	.21**	.27*	.23**
Imaginative	M	-.31**	-.15	-.18*	-.02	-.12	-.23	-.14**
Shrewdness	N	-.09	.05	.10	-.14	-.01	.07	.01
Apprehension	O	-.03	-.08	.14	.03	.07	.09	.04
Experimental	Q ₁	.08	.12	.19**	.06	.08	-.01	.11**
Self Sufficient	Q ₂	-.04	.01	-.04	.00	-.02	.14	-.01
Self Discipline	Q ₃	.17*	-.01	-.14	.13	-.06	.03	.02
Impatience	Q ₄	.01	.09	.06	.04	.16*	.15	.09*
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

in this sample was the high conscientiousness (G) score probably caused by their assessment that nothing would get done if they didn't retain tight control.

The environment in which the Sales sample operates probably is the reason that they have the highest tolerance for experimentation of all the samples of authoritarians. The setting in which they deal probably causes them to be tough (I-) and self-reliant but not overly aggressive because it is counter productive.

The Army officers followed the basic authoritarian pattern with the suspiciousness factor (L) being strong, and this sample had the highest value of all the samples for the toughness variable (I-). These subjects were uninhibited (H), socially naive (N-), and extremely conscientious (G).

The second Management sample continues in the typical pattern. The authoritarians in this sample had extremely high scores on the assertiveness (E) factor, second only to the other management sample. This might in part be caused by the competitiveness assigned by the individuals when there are things to be done, and they see the authoritarian role as the means to get the desired results. The amount of stress (Q4) shown in this sample was the highest of all the authoritarians which may be caused by these previous factors and the environment in which they work.

The Air Force sample had no outstanding differences from the authoritarian model as described by the Total sample; the subjects were highly suspicious (L), and aggressive (E) like all the other samples inspected.

Equalitarian:

The correlates of Equalitarian Role Preference (RPM) and Personality (16PF) are displayed in Table 7, from this table a number of replicated characteristics can be observed concerning the Equalitarian personality. The "typical" Equalitarian as depicted in the Total sample is an extroverted individual who has high emotional maturity (c) and a trusting and adapting (L-) personality. These factors may in part be responsible for the equalitarian's stress (Q4) and anxiety (O-) levels being the lowest of any of the preferred roles and is the best indicator of objectivity. The equalitarian is low on assertion (E-), which is an indication of his non-competitiveness for the power to do a job; he just gets things done. The Equalitarian is an abstract thinker (B) and an imaginative person (M) who tends to think things out and then puts them into action in a systematic way.

The student sample Equalitarian differed little from the generalized profile, as did the other samples described above. They are an intelligent (B), easy-going, trusting (L-) type of people who are not assertive (E-) and because of these things are relaxed and not the least bit worried. The objectivity of the student equalitarian again with the strong indicator of emotional maturity (C) and the self-confidence of the sample. The students differ only in that the A- variable is shown to be significant in this sample. This indicates the individual is aloof and a cool person and avoids emotional involvement.

The Management I followed the typical equalitarian profile with no real distinguishing features. They were simply a group of non-assertive (E-), trusting (L-), relaxed (Q4), and non-anxious individuals.

TABLE 7
Personality (16PF) Correlates of Equalitarian Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	-.20*	.08	-.17*	.04	.06	-.20	-.07
Intelligence	B	.17*	.05	.10	.02	.01	.16	.08*
Emotional Maturity	C	.29**	.15	.23**	.20	.23**	.10	.22**
Dominance	E	-.26**	-.24**	.06	-.13	-.33*	-.11	-.18**
Enthusiasm	F	.05	-.02	.03	.13	.03	.02	.03
Conscientiousness	G	-.16	.15	-.18*	-.02	.12	-.19	-.04
Venturesomeness	H	.00	-.09	.15*	.07	.04	.04	.04
Sensitiveness	I	.05	-.02	.14	.10	.03	-.01	.05
Suspiciousness	L	-.36**	-.37**	-.18*	-.12	-.36**	-.18	-.30**
Imaginative	M	.04	.15	.17*	-.09	.13	.04	.11**
Shrewdness	N	.07	.05	-.16*	-.08	.06	.02	-.01
Apprehension	O	-.22*	-.22**	-.25**	-.10	-.19**	-.28*	-.22**
Experimental	Q ₁	-.13	-.23*	-.07	-.21	-.12	.23	-.11**
Self Sufficient	Q ₂	.02	-.15	.05	.12	-.09	.17	-.01
Self Discipline	Q ₃	-.07	.17	.14	-.11	.08	-.23	.04
Impatience	Q ₄	-.31**	-.32**	-.04	-.22	-.30**	-.18	-.23**
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

In the Sales sample the pattern was the same; but some additional variables appeared, probably as a result of the environment the sales personnel are in. The equalitarian salesmen seemingly are cool operators (A-), who are a bit less conscientious (G-) and more venturesome (H) than the total sample. They are also different in that the factor measuring openness (N-) showed up in this group. And again, this sample shows the high emotional maturity and the low suspiciousness (C-) and apprehension (O-) of the typical equalitarian.

In the Army sample there were no significant variables of personality with Equalitarian role preferences. There were indications of emotional maturity (C), conservative attitude (Q1-), and of a relaxed atmosphere (Q4).

The Management II sample showed the same characteristics for the equalitarian role as the previous Management sample, except that in this sample the level of emotional security (C) was higher than the Management I sample.

An Equalitarian individual from the Air Force sample is distinguished by the low anxiety level (O-). A number of other variables were indicated as being descriptive of an Equalitarian but not to a high level of significance. The aloofness and cool variable was one of these. Others were that the equalitarian in this environment was more casual (Q3-) and more liberal (Q1) than his counterpart in the other samples.

Permissive:

Table 8 displays the correlates of Permissive Role Preference (RPM) and Personality (16PF). The results provide a general description of a Permissive personality. The typical Permissive described in the total sample suggests an individual who is a shy (H-), quiet (F-), sensitive (I), and easily upset (C-) introvert. These factors of the permissive superordinate personality cause this conservative (Q1-) individual to be more submissive (E-) to the demands of their subordinates which in turn results in

TABLE 8

Personality (16PF) Correlates of Permissive Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	-.12	-.11	.01	.25	-.20**	.04	-.07
Intelligence	B	.10	-.03	.15*	-.38**	.04	-.13	.03
Emotional Maturity	C	-.07	-.12	.02	-.20	-.26**	-.38**	-.14**
Dominance	E	-.23**	-.09	-.08	-.16	-.23**	-.24	-.17**
Enthusiasm	F	-.08	-.22*	-.10	-.01	-.18*	-.33**	-.15**
Conscientiousness	G	.18*	.14	.00	.08	-.01	.20	.08*
Venturesomeness	H	-.28**	-.20*	-.20**	-.10	-.28**	-.29*	-.24**
Sensitiveness	I	.28**	.05	.16*	.05	.15*	.05	.15**
Suspiciousness	L	-.13	.13	-.24**	-.18	.08	.03	-.05
Imaginative	M	.01	-.14	.11	-.12	-.19**	.01	-.05
Shrewdness	N	.21*	-.16	-.21**	.16	.10	.06	.00
Apprehension	O	.15	.30**	-.01	.12	.32**	.53**	.22**
Experimental	Q ¹	-.04	-.02	-.02	-.33*	-.22**	-.18	-.11**
Self Sufficient	Q ²	.03	.01	-.11	-.15	.20**	-.09	.02
Self Discipline	Q ³	.02	.00	-.09	.20	-.09	.13	-.02
Impatience	Q ⁴	.13	.21*	-.11	.19	.27**	.30*	.14**
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

their being under considerable stress (Q4), and anxious apprehension (O). With this information in mind, an inspection of the separate samples may suggest the changes which take place because of the differing environments.

The sample of Students give the Permissive profile of being a shy (H-), sensitive (I), and submissive person. This sample differs from the total sample in that they are more conscientious (G) and seemingly have a more tolerant attitude toward most people and their feelings.

The Management I permissive shows the shy (H-) mild, accomodating nature (F-), while showing the strain (Q4) and apprehension (O) that must be endured when this superordinate role is used.

The Sales sample showed the typical Permissive profile with the sensitivity (I) and shyness (H-) being of most significance. At the same time, three other variables were indicated in the sales sample; they were more intelligent (B), trusting (L-), and forthright (N-), thus probably making them poor salesmen.

The Permissive members of the Army leadership sample showed little in the way of personality factors with the permissive role only that they were less intelligent (B-) and more conservative (Q1-). The permissive in this situation was seen as being more easy-going (A) and more easily upset (C-).

The Management II sample showed the exact same profile as the total sample for the permissive role. The only difference was the addition of the cool, reserved variable (A) and the isolation indicated by the Q2 variable.

The exceedingly high values on the apprehension (O) and stress (Q4) variables tend to point out the difficulty of being a permissive superordinate in a military organization such as the Air Force. This is more likely caused by the permissive who is shy (H-), affected by feelings (C-), and tends to have a concerned nature (F).

Critic:

The correlates of Critic Role Preference (RPM) and Personality (16PF) are displayed in Table 9. These results give the following general picture of a Critic subordinate. The critic, while being venturesome and uninhabited (H), is confident, self assured (O-), emotionally mature (C) and not the least bit anxious on other scales. This individual thinks about the best way of doing things (M), and tends to be somewhat opinionated (L). He is not a subordinate who can be pushed around, for he is tough (I-), and aggressive (E) but does these things in a conscientious model (G).

The student critic subordinate is distinguished from the typical profile only because of the low Q4 variable which suggests they are composed and relaxed. Other than that the students sample showed the emotional maturity (C) lack of apprehension (O-) and venturesomeness seen in the total sample.

In the Management I sample the critic followed the pattern of the total sample closely and showed the three most commonly observed factor of boldness (H), emotional stability (C) and the confident, self-assured atmosphere typically shown. This management sample had the highest values on Toughness (I-) and sense of duty (G) probably as a result of their perception of the environment which they are in. Having grown up as technically oriented subordinates, successful ones had learned to be objective.

The Sales sample is unique in that the factors which surfaced as most significant were not the more typical critic factors. Instead, the trusting (L-), imaginative (M), and forthright (N-) variables were indicated. This might be explained by the critic considering the possibilities and then making an honest and friendly presentation of the facts.

TABLE 9

Personality (16PF) Correlates of Critic Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	.09	.03	.07	-.03	.03	.02	.05
Intelligence	B	.04	-.10	-.01	-.17	.04	-.02	-.02
Emotional Maturity	C	.32**	.19*	.09	.14	.20**	.14	.19**
Dominance	E	.13	.04	.07	-.04	.18*	-.00	.09*
Enthusiasm	F	.09	.07	-.03	-.18	.05	.17	.01
Conscientiousness	G	.14	.22*	-.05	.07	.11	-.02	.08*
Venturesomeness	H	.23**	.18*	-.01	.13	.15*	.23	.14**
Sensitiveness	I	-.01	-.21*	.10	-.01	-.20**	-.17	-.08*
Suspiciousness	L	-.09	.00	-.22**	-.28	.02	-.30*	-.11**
Imaginative	M	.01	-.07	.16*	.12	.19**	.12	.10**
Shrewdness	N	.03	-.02	-.19**	-.08	-.05	.18	-.05
Apprehension	O	-.26**	-.18*	-.11	-.26	-.17*	-.33**	-.15**
Experimental	Q ¹	.01	.13	-.06	-.18	-.07	-.15	-.03
Self Sufficient	Q ²	-.11	-.02	.01	-.16	.14*	-.04	-.00
Self Discipline	Q ³	.13	-.00	.06	.02	.04	.01	.05
Impatience	Q ⁴	-.20*	.04	.03	-.10	-.04	-.11	-.05
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

There were no significant factors of the critic role shown in the Army sample, yet, there are two factors that suggest this sample leans towards the trusting (L-) and self-assured (O-) ends of those continua. This lack of significant factors might suggest a difficulty in defining a critic in a military setting.

The sample of Management II parallels the total sample with the one addition of the fact the critic in this environment is self-sufficient, preferring to make his own decisions (Q2).

The personality factors which were suggested in the other military sample are shown to be significant in the Air Force sample. The critic in the Air Force setting was trusting (L-) and self-assured, not in the least bit apprehensive about what is being done.

Rebel:

Table 10 displays the correlates of Rebel Role Preference (RPM) and Personality (16PF). The results provide a general description of a Rebel personality. When first glancing at the results of the total sample, it seems as if all the factors are significant. For all practical purposes this is caused by a rebellious individual's tendency to use a non-socially desirable response set when completing the instrument. Another cause may be that the qualities of a Rebel personality differ from setting to setting. What is rebellious behavior in the military setting may be considered something else in business or academic environment. Even with this considered, there seem to be some factors more universally attributed to the Rebel personality.

The Rebel as seen in the total sample is highly suspicious, extremely apprehensive, (O), undisciplined (Q3-), and under considerable stress (Q4),

TABLE 10
Personality (16PF) Correlates of Rebel Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	-.15	-.13	-.17*	-.17	.05	.12	-.08*
Intelligence	B	-.23**	-.05	.02	.02	-.09	-.09	-.11**
Emotional Maturity	C	-.30**	-.10	-.12	-.13	-.26**	.06	-.18**
Dominance	E	.22**	.22*	.05	.21	.23**	.31*	.19**
Enthusiasm	F	-.18*	-.00	-.09	.09	.05	.18	-.02
Conscientiousness	G	-.06	-.18*	.07	.04	-.23**	-.37**	-.11**
Venturesomeness	H	-.10	.00	-.10	-.18	-.06	.21	-.05
Sensitiveness	I	-.13	.01	-.17*	-.01	.09	.37**	-.01
Suspiciousness	L	.33**	.39**	.16*	.40**	.32**	.38**	.32**
Imaginative	M	.02	-.15	-.09	-.09	-.19**	-.15	.11**
Shrewdness	N	-.21*	-.04	.21**	.11	-.02	.07	.01
Apprehension	O	.29**	.15	.13	.28	.29**	.32*	.24**
Experimental	Q ¹	.13	.22*	.12	.39**	.23**	.10	.18**
Self Sufficient	Q ²	.24**	.20*	.14	.08	-.02	-.20	.10**
Self Discipline	Q ³	.06	-.25**	.04	-.26	-.27**	-.33**	-.13**
Impatience	Q ⁴	.27**	.28**	.04	.39**	.32**	.09	.23**
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

all of which indicates a person with a very high anxiety level. Along with these qualities are the aggressiveness (E), experimenting attitude (Q1), and general disregard of rules (G-) associated with a rebel in most all situations. The other factors, namely the anti-social feelings (A-), low intelligence (B-), emotional immaturity (C-), idealism (M), and isolation (Q2) will be acknowledged where their presence influences the results.

In the sample of students the anxiety profile of the rebel is present along with the aggressiveness (E) factor seen in the total sample. In the academic environment the Rebel is less intelligent (B-), and emotionally immature (C-). At the same time the rebel is quiet (F-), and socially naive (N-), which, when combined with the anxiety factor, may be some reason for the isolation indicated in the Q2 factor.

The Management I rebel follows the typical profile but with less anxiety and with more of the isolation factor seemingly playing a larger part in this environment. The rebel is still suspicious (L) assertive (E), and continues to have a disregard of rules (G-). He remains a liberal in his views (Q1), undisciplined in his behavior (Q3-), and under considerable stress.

The rebel subordinate in a Sales organization is thought to be a salesman who is shrewd (N), tough (I-), and suspicious (L). These seemingly could fit the personality of an aggressive salesman and would be fine, except for the anti-social factor which is indicated by the low score on the A scale.

The rebel from the Army sample shows a profile of an anxious individual, with the high stress (Q4), and suspiciousness (L), combined with the apprehension (O) and undisciplined attitude being the prominent factors. The subordinate is also identified by experimenting, free-thinking (Q1) behavior which is seen by some as a disregard of the traditional ideas of the system.

This Management II sample follows the general profile of the rebel individual of the total sample closely, and parallels the results of the first management group but with two additions. One is the low amount of ego strength or emotional maturity (C-) and the other the para-taxical thinking as indicated by the lower end of the M continuum. Again, in general, these individuals were anxious, confrontive and did not have much regard for the rules as presently set out by the system.

The sample of Air Force personnel indicates that a rebel in this environment is the aggressive (E), suspicious (L-), undisciplined (Q3-), and apprehensive (O) individual. The rebel is an attention-seeker (I) who is drawing this attention by his general disregard of rules (G-) and the exposure it gets him.

Ingratiator:

Displayed in Table 11 are the correlates of Ingratiator Role Preference (RPM) and Personality (16PF). These results present us a general insight into the composition of the ingratiating subordinate. From the Total sample the typical ingratiator is depicted as an individual who has a dependence profile. This consists of the accomodating, conforming behavior (E-), combined with the easy-going attitude indicated in the L- factor. Other factors comprising the dependence profile are the variables suggesting the ingratiator is regulated by external realities (M-), group pressures (Q2-), and a respect of established ideas shown by Q1-. Three other factors not integral parts to the dependency profile are exhibited by the ingratiator in the total sample. They were a sociable, ready to cooperate variable (A); the sensitivity tenderness factor (I); and the factor G which indicates the domination of their sense of duty.

TABLE 11
Personality (16PF) Correlates of Ingratiation Role Preference (RPM)

PERSONALITY FACTORS (16PF)	SCALE	STUDENTS	MANAGEMENT I	SALES	ARMY	MANAGEMENT II	AIR FORCE	TOTAL
Sociability	A	.21*	.10	.10	.18	-.01	.18	.10**
Intelligence	B	.01	-.08	.00	-.05	-.02	-.15	-.03
Emotional Maturity	C	.10	-.06	.10	-.15	-.06	-.02	.01
Dominance	E	-.12	-.18*	-.05	-.11	-.18*	-.05	-.08*
Enthusiasm	F	.22**	-.02	.04	.06	.01	.05	.06
Conscientiousness	G	.26**	.16	-.01	.14	.06	.13	.10**
Venturesomeness	H	.01	.02	-.02	.21	-.05	.12	.01
Sensitiveness	I	.07	.26**	.08	-.05	.06	.11	.10**
Suspiciousness	L	-.13	-.02	-.14	-.10	-.20**	-.09	-.10**
Imaginative	M	-.30**	-.21*	.10	.05	-.28**	.10	-.16**
Shrewdness	N	.18*	.33**	-.15*	-.08	.03	-.05	.06
Apprehension	O	.08	.18*	-.09	.01	.14*	-.13	.07
Experimental	Q ¹	-.16	-.15	-.06	-.27	-.20**	-.16	-.14**
Self Sufficient	Q ²	-.19*	-.17	-.17*	-.25	-.10	.01	-.14**
Self Discipline	Q ³	.09	.23*	-.07	.13	.08	.29*	.07
Impatience	Q ⁴	.01	-.04	-.11	-.08	.12	-.10	.01
N=		137	115	179	44	185	58	718
.05=		.17	.18	.15	.29	.14	.26	.08
.01=		.22	.24	.19	.38	.19	.33	.10

The Ingratiator in the student sample followed the total sample pattern with the group dependency (Q2-), sociability (A), regulation by external realities (M-), and domination by a sense of duty being among the more significant factors. Two factors also seemingly are associated with the ingratiator in the academic environment. One of these was the appearance of the happy-go-lucky, enthusiastic factor which, combined with some of the other variables, gives the picture of a more extroverted individual than what was shown in the other samples. The second factor is the appearance of the N factor which indicates the ingratiating student is shrewd, and calculating, sometimes having a hidden agenda in mind, and some sophistication concerning the motives of others.

The Management I sample ingratiator, while being submissive (E-), Sensitive (I), and controlled by external factors (M-), showed some variables not in the typical ingratiator profile. The ingratiator's need for control is reinforced by the appearance in this sample of the factor dealing with the need for structure and control (Q3). The Management I sample showed the shrewdness (N) seen in the student sample and had a higher apprehension level than did the other non-management samples.

The sample consisting of Sales personnel showed an ingratiator who was group dependent (Q2-), trusting and easy-going (L-). This sample also showed the N factor as playing a significant part in the personality of an ingratiator. It is unique in that the direction of the factor is towards the forthright and natural extreme, rather than in the shrewd, calculating direction like the Student and Management I samples.

The Army officer sample has no significant variables. However a trend is indicated which parallels the generalized ingratiator pattern,

with the conservative (Q1-) and group dependency factors being the more important.

The ingratiation in the Management II sample produces the dependency profile which seems to be part of the pattern to be expected. The managers are conforming (E-), respectful of established ideas (Q1-), regulated by external forces (M-), and have a trusting attitude (L-). At the same time this sample is extremely apprehensive and worried, as is the Management I sample.

The Air Force sample ingratiation is best described by the need for structure and control (Q3), both of which are in abundant supply within the organization.

Bivariate Relationships of Personality (16PF) to Role Pressure (SAS/RI)

The following are the results obtained by the comparison of the scores from the 16 Personality Factor Questionnaire and the score of the subject on either the Supervise Ability Scale or Responsibility Index. These results give an insight to the personality factors used when an individual is in a work environment, and/or in their pressure role. Each role is discussed and the samples comprising the total sample are inspected individually.

Authoritarian:

The correlates of Authoritarian Role Pressure (SAS) and Personality (16PF) are displayed in Table 12. These results provide a general picture of an authoritarian individual. The typical Authoritarian shown in the Total sample depicts a person who in his work environment is paratoxic in his thinking (M-), seeing all situations as being black or white, right or wrong. The authoritarian seeks to solve problems by the institution of structure (Q3) and defends it with a tough, no-nonsense attitude (I-).

TABLE 12
Personality (16PF) Correlates of Authoritarian Role Pressure (SAS)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	.05	.04	-.08	.00
Intelligence	B	-.14	.13	-.07	-.03
Emotional Maturity	C	.02	.02	-.15*	-.04
Dominance	E	-.06	.28	-.03	.07
Enthusiasm	F	-.03	.02	-.07	-.03
Conscientiousness	G	.07	.27	-.18*	.06
Venturesomeness	H	.04	.19	-.06	.06
Sensitiveness	I	.01	-.42**	-.08	-.17**
Suspiciousness	L	.15	.19	.15*	.16**
Imaginative	M	-.36**	-.04	-.25**	-.22**
Shrewdness	N	.19*	-.09	.10	.07
Apprehension	O	.04	.01	.27**	.11*
Experimental	Q ¹	-.05	.14	-.12	-.01
Self Sufficient	Q ²	-.05	.04	-.04	-.02
Self Discipline	Q ³	.13	.26	-.07	.11*
Impatience	Q ⁴	-.07	.22	.17*	.11*
	N=	115	44	185	344
	.05=	.18	.29	.14	.10
	.01=	.24	.38	.19	.14

These factors probably are of prime importance in the level of anxiety being relatively high. The authoritarian in the Total sample is very suspicious (L), apprehensive (O) and under considerable stress (Q4) in his work environment.

In the Management I sample the authoritarian in a work situation is apt to use a cause and effect style of management, (M-) making assignment of blame for failure by his subordinates easy. This sample also shows shrewdness (N), and indicates a high level of suspicion (L), and a lower level of intelligence (B-).

Toughness (I-) is the primary factor of the authoritarian personality in the Army officer sample and is easily understood. Also, three other variables aid in the interpretation of the Army sample results, with the E factor showing the authoritarians officers aggressiveness. The need for structure was indicated (Q3), and the authoritarian's strong sense of duty is shown in this sample by the G factor.

The authoritarian in the second Management sample follows the profile of the Total sample, with the paratoxic thinking (M-) and anxiety variables (L, O, Q4) again being among the more significant. The Management II subjects are less emotionally stable (C-), and of a lesser ego strength than are any of the other samples of authoritarians.

Equalitarian:

The correlates of Equalitarian Role Pressure (SAS) and Personality (16PF) are displayed in Table 13. From this table a number of things can be said about the person who feels compelled to use the Equalitarian role. The typical Equalitarian as depicted in the total sample is an individual who is intellectually superior (B) to the other Pressure roles. The profile shows a person who thinks about things, and is unpretentions (N-),

TABLE 13
 Personality (16PF) Correlates of Equalitarian Role Pressure (SAS)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	-.04	-.01	.11	.02
Intelligence	B	.13	.18	.13	.15**
Emotional Maturity	C	.12	.17	.25**	.18**
Dominance	E	.07	-.11	.24**	.07
Enthusiasm	F	.03	-.02	.17*	.06
Conscientiousness	G	-.02	-.17	.13	-.02
Venturesomeness	H	.02	.05	.19**	.09
Sensitiveness	I	-.20*	.27	-.08	-.00
Suspiciousness	L	-.14	-.04	-.12	-.10*
Imaginative	M	.38**	.22	.32**	.32**
Shrewdness	N	-.34**	.11	-.20**	-.15**
Apprehension	O	-.11	-.22	-.38**	-.24**
Experimental	Q ¹	.13	.13	.12	.13*
Self Sufficient	Q ²	.20*	-.03	.06	.08
Self Discipline	Q ³	-.19*	-.13	.13	-.06
Impatience	Q ⁴	.12	-.51**	-.23**	-.23**
	N=	115	44	185	344
	.05=	.18	.29	.14	.10
	.01=	.24	.38	.19	.14

imaginative (M), and analytical (Q-) when making decisions. The Equalitarian is also emotionally mature (C) and combines a trusting (L-), confident (O), and relaxed attitude resulting in an unanxious individual.

The Management I sample equalitarian shows the same basic pattern with the imagination (M), and unpretentiousness being the most significant. At the same time some additional factors appear, probably as a result of the particular environment these managers are in. The equalitarian in this sample seem to be tougher (I-), more self-sufficient (Q2), and casual (Q3-) than their counterparts in the other samples.

The Equalitarian individual among the Army Officers is very relaxed (Q4-). This probably is brought about because of the low level of apprehension (O-), the imagination (M), and sensitivity (I) of these leadership instructors.

The management II sample has much the same profile as the typical equalitarian, being emotionally mature (C), confident (O), relaxed (Q4-), and not the least bit anxious. The managers in this sample, while exhibiting the imagination (M), and unpretentiousness (N-) expected of the equalitarian, also show tendencies for being impulsive (F), uninhibited (H), and more assertive (E) than the other samples.

Permissive:

Table 14 displays the correlates of Permissive Role Pressure (SAS) and Personality (16PF). The results provide a general description of a Permissive superordinate in a work-oriented situation. The typical Permissive described by the Total sample suggests an individual who is sensitive (I), shy (H-), emotionally immature (C-), which probably is partially responsible for the permissive superordinate being so submissive (E-). The accomodating attitude is probably due to the level of intelligence

TABLE 14
Personality (16PF) Correlates of Permissive Role Pressure (SAS)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	.01	-.07	-.05	-.04
Intelligence	B	-.06	-.27	-.08	-.14**
Emotional Maturity	C	-.16	-.11	-.07	-.11*
Dominance	E	-.06	-.29*	-.27**	-.11*
Enthusiasm	F	.01	.00	-.14*	-.04
Conscientiousness	G	-.03	-.22	.09	-.07
Venturesomeness	H	-.03	-.22	-.17*	-.14**
Sensitiveness	I	.29**	.40**	.20**	.31**
Suspiciousness	L	-.14	-.15	-.10	-.13*
Imaginative	M	.03	-.04	-.04	-.02
Shrewdness	N	.15	-.00	.14*	.10*
Apprehension	O	.07	.13	.08	.09
Experimental	Q ¹	-.06	-.22	.01	-.09
Self Sufficient	Q ²	-.23*	.07	.03	-.04
Self Discipline	Q ³	.06	-.20	-.03	-.06
Impatience	Q ⁴	-.05	.01	.04	.00
N=	115		44	185	344
.05=	.18		.29	.14	.10
.01=	.24		.38	.19	.14

(B-) shown by the permissive, lower than any of the other superordinate styles. The fact he is easy to get along with (L-) is a means by which he adroitly manipulates the people and/or situation to obtain some hidden agenda.

The Permissive manager in the Management I sample shows the general tenderness and sensitivity (I) associated with the permissive in the Total sample, while at the same time tending to be easily upset and affected by feelings (C-). This particular sample tends to have a higher need for group activities and is group dependent as shown by the Q2-factor.

The Army Officer sample shows no factors that differ from the Total sample with a permissive officer being more tender (I), more accommodating (E-), and being somewhat less intelligent (B-).

The Management II permissive follows the profile previously described in the Total sample, being submissive (E-), sensitive (I), shy (H-), and shrewdly manipulative (N). This sample differs from the Total in that the permissive manager seemingly was quieter and more serious (F-) than had been any of the other samples.

Critic:

The correlates of Critic Role Pressure (RI) and Personality (16PF) are displayed in Table 15. The results from the Total sample give the following general picture of a Critic subordinate in a work environment. The critic subordinate is emotionally mature (C), trusting (L-), and thinks of the most advantageous method to accomplish something (M). He is confident and personally secure (O-), and relaxed (Q4-), suggesting a person who is not anxious.

TABLE 15
 Personality (16PF) Correlates of Critic Role Pressure (RI)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	-.15	-.10	-.02	-.09
Intelligence	B	-.00	-.05	.16*	.04
Emotional Maturity	C	.19*	.15	.24**	.20**
Dominance	E	.04	-.20	.03	-.04
Enthusiasm	F	-.05	-.23	.09	-.06
Conscientiousness	G	.14	-.10	.07	.04
Venturesomeness	H	-.00	-.18	.01	-.06
Sensitiveness	I	-.27**	.33*	-.11	-.01
Suspiciousness	L	-.16	-.12	-.11	-.13*
Imaginative	M	.25**	.24	.13	.21**
Shrewdness	N	-.21*	.09	-.05	-.06
Apprehension	O	-.20*	-.11	-.34**	-.22**
Experimental	Q ₁	-.05	-.07	.01	-.04
Self Sufficient	Q ₂	.05	.15	.03	.08
Self Discipline	Q ₃	-.02	.08	.08	.05
Impatience	Q ₄	-.07	-.24	-.21**	-.17**
N=	115		44	185	344
.05=	.18		.29	.14	.10
.01=	.24		.38	.19	.14

In the Management I sample the critic follows the pattern of the Total sample closely, with the confident, self-assured (O-) atmosphere, and emotional stability (C) expected from the objective role. In this sample the critic at least takes on the traits of being unpretentious (N-), and having a tough, realistic attitude (I-).

Critic in the military setting of the Army is different in that he is more likely to be considered sensitive, and an attention-seeker by his superordinate than was the critic in the previous Management sample. Also indicated are the personality factors of being imaginative (M), serious (F-), and again the fact they are composed and relaxed (Q4-).

The second Management sample parallels the Total sample considering most variables and shows a person who is somewhat imaginative (M), and quite intelligent (B). The critic is also emotionally mature (C), self-assured (O-), and relaxed (Q4-).

Rebel:

Table 16 displays the correlates of Rebel Role Pressure (RI) and Personality (16PF). The results provide a general description of a Rebel personality in a work situation. The rebel seen in the Total sample is an individual who is extremely suspicious (L), undisciplined (Q3-), and very apprehensive (O), indicating a person who has a tendency to be anxious. Also connoted are the assertiveness (E), self-sufficiency (Q2), social boldness (H), and general disregard of rule (G-) factors associated with a rebel in most all situations.

In the Management I sample rebel follows the typical rebel profile, but with only two factors being significant. The rebel in this setting is very suspicious (L), and prefers to be the one who makes the decisions (Q2).

TABLE 16
Personality (16PF) Correlates of Rebel Role Pressure (RI)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	-.02	.01	.02	.00
Intelligence	B	-.03	.26	-.05	.06
Emotional Maturity	C	-.06	.23	-.24**	-.02
Dominance	E	.15	.38**	.23**	.26**
Enthusiasm	F	-.02	.08	.05	.04
Conscientiousness	G	-.12	-.23	-.12	-.16**
Venturesomeness	H	.02	.19	.11	.11*
Sensitiveness	I	.07	-.23	.01	-.05
Suspiciousness	L	.24**	.30*	.31**	.29**
Imaginative	M	-.10	-.05	-.06	-.07
Shrewdness	N	-.07	-.14	-.05	-.09
Apprehension	O	.02	.14	.20**	.12*
Experimental	Q ₁	.07	.05	.16*	.09
Self Sufficient	Q ₂	.24**	.16	.07	.16**
Self Discipline	Q ₃	-.12	-.20	-.15*	-.16**
Irresponsibility	Q ₄	.05	.11	.12	.09
	N=	115	44	185	344
	.05=	.18	.29	.14	.10
	.01=	.24	.38	.19	.14

The rebel among the Army Officers sample is suspicious (L), and assertive (E). In a military setting the dominance would be easily accepted normally, but not when combined with the high suspiciousness. There are indications of higher toughness (I-), maturity (C), and intellectual level (B) not present in the Total sample, probably due to the composition of the particular sample tested.

The Management II sample rebel shows a person who has high anxiety. This is suggested by the rebel in a managerial position being suspicious (L), emotionally immature (C-), apprehensive (O), and undisciplined (Q3-). The experimenting, radicalism (Q1), and assertiveness (E) are also exhibited by this sample.

Ingratiator:

In Table 17 are displayed the correlates of Ingratiator Role Pressure (RI) and Personality as measured by the 16PF. The prevailing picture is of a dependent individual who is submissive (E-), group dependent (Q2-), trusting (L-), immature (C-), and needs structure (Q3). The profile shows a conscientious (G) individual who sees a payoff in the continuation of the situations as they presently are. And this is at least partially reinforced by the importance of the shrewdness of N variable. The ingratiation role described is less intelligent (B-) than any of the other subordinate Pressure Roles.

The Management I ingratiation has the accommodating nature of the ingratiation that has previously been mentioned.

The environment of the management II sample is such that, while showing some factors common to the Total sample, there remain a number of unique variables. This sample is highly suspicious (L), and shows the

TABLE 17
Personality (16PF) Correlates of Ingratiator Role Pressure (RI)

PERSONALITY FACTORS (16PF)	SCALE	MANAGEMENT I	ARMY	MANAGEMENT II	TOTAL
Sociability	A	.20*	.06	-.03	.08
Intelligence	B	-.00	-.30*	-.08	-.13*
Emotional Maturity	C	-.10	-.41**	.06	-.16**
Dominance	E	-.18*	-.25	-.30**	-.25**
Enthusiasm	F	.11	.07	-.13	.02
Conscientiousness	G	.11	.29*	.07	.16**
Venturesomeness	H	.00	-.11	-.15*	-.09
Sensitiveness	I	.12	.03	.09	.08
Suspiciousness	L	-.13	-.20	-.29**	-.21**
Imaginative	M	-.13	-.14	-.04	-.10*
Sirewduess	N	.30**	.12	.11	.18**
Apprehension	O	.17	-.00	.03	.07
Experimental	Q ¹	-.04	-.02	-.19**	-.08
Self Sufficient	Q ²	-.41**	-.18	-.13	-.25**
Self Discipline	Q ³	.13	.20	.12	.15**
Impatience	Q ⁴	.00	.10	-.01	.03
N=	115		44	185	344
.05=	.18		.29	.14	.10
.01=	.24		.38	.19	.14

submissiveness (E-) of the Total sample. At the same time these managers are uniquely more threat-sensitive (H-), conservative (Q1-), and serious (F-) than is the overall Total sample.

Bivariate Relationships of Motivation (MAT) to Role Preference (RPM)

The following are the results obtained by comparing the scores from the Motivation Analysis Test and the scores of the subjects on the Response to Power Measure. These results give an insight into individuals' motivations in a non-work environment and/or their preferred role. Each role is discussed, and the samples comprising the Total sample are inspected individually.

Authoritarian:

The correlates of Authoritarian Role Preference (RPM) and Motivation (MAT) are displayed in Table 18. These results provide a general motivational picture, both unintegrated and integrated, of an authoritarian individual. The typical Authoritarian depicted in the Total sample suggests a person who, on the unintegrated level, has a high desire for the material symbols of success, ie: car, big house, boat, which is shown by the Assertive variable (As) and also has a low need for affection (Sw-). The integrated motivation suggests that the authoritarian is an individual from a culturally deprived background (Na-), and is reinforced by the negative Self-Sentiment (SS) variable which usually indicates someone who is an underachiever and a person who is often rigid and defensive.

The three samples comprising the general picture show what effect the differing situations have on motivation when the role is held constant. The Student sample has no distinctive factors at the unintegrated level, but the data indicates they do have the status seeking (As) and have the

TABLE 18
Motivation (MAT) Correlates of Authoritarian Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.13	-.06	.04	.02
Home	Ho	.14	-.04	.33*	.08
Fear	Fr	.02	.05	-.25	.00
Narcism	Na	-.00	.08	-.05	.03
Superego	SE	.05	-.18*	-.13	-.09
Self Sentiment	SS	-.12	-.02	-.18	-.08
Mating	Ma	-.01	.02	-.17	-.02
Pugnacity	Pg	.12	-.01	.39**	.09
Assertion	As	.13	.09	.25	.13*
Sweetheart/Spouse	Sw	-.16	-.09	-.08	-.12*
<hr/>					
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.13	-.02	.04	-.05
Home	Ho	.15	.10	.24	.08
Fear	Fr	-.01	-.01	.08	.00
Narcism	Na	-.21*	-.07	.00	-.12*
Superego	SE	.03	-.13	.39**	-.00
Self Sentiment	SS	-.20*	-.05	.04	-.10*
Mating	Ma	.03	.02	-.12	.01
Pugnacity	Pg	.09	.01	.15	.06
Assertion	As	-.09	.03	.33*	.02
Sweetheart/Spouse	Sw	-.06	-.01	.15	-.01
<hr/>					
	N=	137	179	44	360
	.05=	.17	.15	.29	.10
	.01=	.22	.19	.38	.14

low need for affection (Sw-) pattern of the Total sample. At the same time, the students show the same significant factors (Self-sentiment and Narcism) as had the overall sample. To a somewhat lesser extent this sample exhibits a dependency position where the home (Ho) is concerned; and in the career sentiment (Ca) the student shows an unwillingness to accept responsibility, thus creating conflict in the area.

The Sales sample, when looking at the unintegrated, shows a high inner lack of concern for the welfare of others (SE-) and the same variable carries over on the integrated level where the salesman believes to a lesser degree that rules should not stand in his way.

The unintegrated motivation of the authoritarian in the Army sample includes an individual who has a preponderance of hostility (Pg), and is careful and cautious (Fr) which might in part be related to their chosen profession. The officers also evidence a tension related to their own parenthood and home (HO), and display a desire for the symbols of success (As). This sample shows a strong dedication to a lawful, rulebound society (SE) because it is in such an environment that their trappings of office are displayed for all to see, thus enhancing their own self-esteem.

Equalitarian:

Correlates of Equalitarian Role Preference (RPM) and Motivation (MAT) are displayed in Table 19. From this table a number of things can be said about the unintegrated and integrated motivation of the Equalitarian. The typical Equalitarian portrayed by the Total sample shows only a need for affection (Sw) on the unintegrated level, and a lack of hostility or confrontiveness at the integrated level. The remaining motivational variables are quite low, one reason for this may be because of the differences in samples of students, sales personnel, and army officers. Another may lie

TABLE 19
Motivation (MAT) Correlates of Equalitarian Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.01	.05	.11	.04
Home	Ho	-.10	-.02	.13	-.03
Fear	Fr	.02	.02	-.14	.00
Narcism	Na	-.02	-.06	.18	-.02
Superego	SE	-.04	-.01	.05	-.03
Self Sentiment	SS	.02	.06	.06	.04
Mating	Ma	.09	-.15*	.26	-.01
Pugnacity	Pg	-.22**	.15*	-.20	-.03
Assertion	As	-.19*	.05	-.15	-.07
Sweetheart/Spouse	Sw	.11	.12	.12	.12*
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.12	-.12	.10	-.00
Home	Ho	.11	-.04	-.24	-.01
Fear	Fr	.12	-.06	-.10	.00
Narcism	Na	-.04	-.10	.20	-.04
Superego	SE	-.19*	.15*	.38**	.05
Self Sentiment	SS	-.06	.13	.01	.04
Mating	Ma	-.01	-.06	-.23	-.06
Pugnacity	Pg	-.12	-.09	-.21	-.12*
Assertion	As	.03	-.03	-.19	-.03
Sweetheart/Spouse	Sw	.09	-.01	.25	.06
	N=	137	179	44	360
	.05=	.17	.15	.29	.10
	.01=	.22	.19	.38	.14

in the fact that Equalitarianism may not be easily described with regards to these motivational variables.

A look at the Student sample creates an image of an individual who has an unwillingness to confront along with a low need for competition (Pg-). The equalitarian student has very little need for the symbols of status (As-) which is consistent with the low competitiveness which was also on the unintegrated plane. In the integrated area the students indicate a rejection of a law bound society and particularly the concept of organized religion (SE-).

In the Sales sample there is an increase in the unintegrated pugnacity erg (Pg) suggesting more competitiveness here than was expressed in the Total sample. Some of the increase may be due to the redirection of energies from the sex drive (Ma-) to other areas of competition. In the integrated realm, the salesmen show the opposite attitude from the student sample, having a strong commitment to a lawful society (SE). The results also indicate motivation in the direction of self-realization, self-awareness, and high feelings of self-sentiment (SS).

The Army sample showed no significant unintegrated variables but the data did suggest that the sex drive is quite high in this sample. The integrated level was somewhat more productive, showing a significant need for a lawful Society and a dedication to maintaining it (SE). This sample indicates a need for affection (SA), as well as a clean break from the parents' home and increase in their independence (HO-).

Permissive:

Table 20 displays the correlates of Permissive Role Preference (RPM) and motivation (MAT). The results provide a general description of the Permissive superordinates' unintegrated and integrated motivations. The

TABLE 20
Motivation (MAT) Correlates of Permissive Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.16	-.14	-.12	-.15**
Home	Ho	.08	.12	-.17	.07
Fear	Fr	.05	-.11	.11	-.02
Narcism	Na	.15	-.06	-.15	.01
Superego	SE	.17*	.05	-.05	.08
Self Sentiment	SS	.20*	-.01	-.02	.07
Mating	Ma	-.04	-.05	-.06	-.05
Pugnacity	Pg	-.18*	-.03	.06	-.08
Assertion	As	.02	-.06	-.13	-.04
Sweetheart/Spouse	Sw	-.04	.08	.13	.04
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.10	-.12	.00	-.02
Home	Ho	.07	.10	-.03	.07
Fear	Fr	-.10	.04	.02	-.02
Narcism	Na	-.00	.02	-.21	-.02
Superego	SE	.09	.01	.23	.07
Self Sentiment	SS	-.02	-.06	-.04	-.04
Mating	Ma	-.02	.03	-.26	-.03
Pugnacity	Pg	-.06	.03	-.07	-.02
Assertion	As	-.10	-.03	-.04	-.06
Sweetheart/Spouse	Sw	.17*	.03	.07	.09
	N=	137	179	44	360
	.05=	.17	.15	.29	.10
	.01=	.22	.19	.38	.14

Permissive described in the total sample, suggests on the unintegrated level an individual who has an overall disenchantment with his career (Ca-) and who, on the integrated level, has a high need for affection (Sw).

The sample of Students indicates the Permissive type of individual is likely to have high aspirations; but that the aspirations may be unrealistic, thus resulting in frustration (SS). This type of student, while unconsciously searching for freedom from conflict (Pg-), also has an unintegrated tension which suggests self-blame and self-punishment arising from insufficient control of their behavior (SE). While all this occurs at the unintegrated level, the integrated realm has only the permissive's need for affection (Sw) indicated at a significant level.

The Sales sample permissive has no significant variables on either the unintegrated or integrated scales. There is, however, a pattern of low career sentiment in both realms, suggesting a general disenchantment and a probable feeling of failure as indicated by the low integrated score (Ca-).

The sample of Army leadership instructors also failed to generate any significant variables in regards to the unintegrated and integrated motivation of the Permissive superordinate.

Critic:

The correlates of Critic Role Preference (RPM) and Motivation (MAT) are displayed in Table 21. The results from the Total sample give the following general representation of a Critic subordinate. In the unintegrated sphere, the critic exhibits high career aspirations along with a high tendency for success (Ca), and at the integrated level the

TABLE 21
Motivation (MAT) Correlates of Critic Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.24**	.00	.13	.11*
Home	Ho	.05	.09	.02	.07
Fear	Fr	.05	-.08	.00	-.02
Narcism	Na	-.05	-.04	.09	-.03
Superego	SE	.10	.04	-.12	.04
Self Sentiment	SS	.01	.15*	-.07	.07
Mating	Ma	.04	-.04	-.13	-.02
Pugnacity	Pg	-.21*	.08	.02	-.04
Assertion	As	.12	-.17*	.11	-.03
Sweetheart/Spouse	Sw	-.12	.03	-.19	-.05
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.00	-.08	-.16	-.06
Home	Ho	.12	.01	.03	.05
Fear	Fr	-.03	.13	.14	.07
Narcism	Na	-.10	-.11	-.20	-.12*
Superego	SE	-.08	-.02	.09	-.03
Self Sentiment	SS	-.02	.12	.18	.07
Mating	Ma	-.06	.04	-.18	-.03
Pugnacity	Pg	.03	-.06	.01	-.02
Assertion	As	.07	-.03	.16	.03
Sweetheart/Spouse	Sw	-.01	-.12	.00	-.06
	N=	137	179	44	360
	.05=	.17	.15	.29	.10
	.01=	.22	.19	.38	.14

critic is an individual who has a conscious dedication to abstemiousness and selflessness (Na-).

The sample of students shows a higher career sentiment (Ca) than was shown in the Total sample above, as well as a low pugnacity erg (Pg-) indicating the critic subordinate's search for conflict resolution. Both of these variables are in the unintegrated arena, and nothing was indicated in this sample on the integrated level.

In the Sales environment the critic on the unintegrated level takes on the appearance of not having any desire for the material symbols of success (As-) but rather is interested in and has a strong concern for his future, having high aspirations for himself (SS). On the integrated level the variables are not as strong but they do suggest an individual who is orderly and methodical (Fr), and whose high aspirations are being used for a greater self-awareness, and the motivation for self-realization (SS).

The Army sample shows no significant variables on either the unintegrated or integrated levels. This may in part be caused by a lack of understanding by the army officers of what exactly a critic subordinate is, and whether it's a good or a bad thing to have.

Rebel:

Table 22, displays the correlates of Rebel Role Preference (RPM) and Motivation (MAT). The results provide a general description of the Rebel motivation. The Rebel role seems to abound with significant variables, 18 in fact, which accounts for approximately one third of all such variables when role preference and motivation are compared. As previously described, this is probably due to a

TABLE 22
Motivation (MAT) Correlates of Rebel Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.15	-.09	-.21	-.13*
Home	Ho	-.11	.03	.17	-.01
Fear	Fr	.03	.10	.10	.07
Narcism	Na	.17*	.02	.16	.10*
Superego	SE	-.24**	-.02	-.18	-.13*
Self Sentiment	SS	-.06	.12	.00	.04
Mating	Ma	-.02	-.15*	-.32*	-.12*
Pugnacity	Pg	.19*	.03	.49**	.15**
Assertion	As	.17*	-.04	.21	.07
Sweetheart/Spouse	Sw	-.12	-.19*	.08	-.13*
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.13	-.02	-.15	-.08
Home	Ho	-.12	.02	.02	-.03
Fear	Fr	.06	-.05	-.14	-.02
Narcism	Na	.07	.06	-.02	.05
Superego	SE	-.06	-.02	.33*	.01
Self Sentiment	SS	.09	-.11	-.26	-.04
Mating	Ma	.02	.03	.16	.04
Pugnacity	Pg	.04	.02	.37*	.07
Assertion	As	.12	.04	.24	.10*
Sweetheart/Spouse	Sw	-.19*	.00	-.04	-.08
N=		137	179	44	360
.05=		.17	.15	.29	.10
.01=		.22	.19	.38	.14

non-social desirability set which is more or less universally regarded as being associated with rebellious behavior. Interestingly, the overwhelming plurality of variables is in the unintegrated component. Usually, this indicates someone who has high aspirations and ideals, as well as an optimistic outlook for success in the future. Yet, at the same time this type of individual is frustrated and tense because of a lack of acceptance of their own limitations and a failure on their part to limit their fantasy goals. The individual described is likely to disperse his efforts to such a degree that little is usually available for problem solution activities.

The unintegrated motivation of the Rebel in the Total sample presents a picture of an individual who is more interested in the more self-indulgent areas of narcissism and pugnacity, and is willing to sacrifice in order to get them. The rebel is in general disenchanted with his career (Ca-), has no inner concern for the welfare of others (SE-), and is willing to give up both sex (Ma-) and affection (Sw-) to satisfy his more self-centered needs. The high scores in pugnacity and narcissism suggest a person who is hostile and cynical (Pg), and desires the comforts but is not willing to put in the work necessary to obtain them. The rebel also has a high conscious need for social approval as a means of enhancing his own self-esteem.

In the Student sample, at least on the unintegrated dimensions, the rebel followed the Total sample very closely, indicating a self-seeking type of person who wants his own way. Added to these variables is an increase in the student rebels desire for the material symbols of status (As). As for the integrated level, the student sample reflects an

individual who is cynical about love and affection (Sw-), is unwilling to accept responsibility (Ca-), and is rebelling from and rejecting their parents (Ho-) to a lesser extent.

In the Sales sample the rebel has the least interaction with motivation showing only the rejection of sex (Ma-) and affection (Sw-) on the unintegrated level. There is nothing significant in the integrated components but a slight indication of the rebel as defensive and an underachiever (SS-).

The primary unintegrated motivation of the rebel in the Army sample is a high hostility tension (Pg) that is fed by and probably accounts for low sex drive (Ma-) of the sample. At the integrated level the primary motivation is still the direct expression of hostility. Also included on the integrated plane are the strong dedication of the military for a lawful society (SE) and the rebels unwillingness to view himself objectively (SS-) and seek long term goals rather than complain about momentary frustrations.

Ingratiator:

Displayed in Table 23 are the correlates of Ingratiator Role Preference (RPM) and Motivation (MAT). These results present us a general insight into the motivational composition of the ingratiating subordinate. From the Total sample the view of the unintegrated motivation is in the areas of caution and vigilance (Fr-), and the ingratiator's feelings of guilt shown by the high score on the Super-ego variable. On the integrated level interestingly the negative narcissism suggests a culturally deprived background and can at the same time indicate sublimation. Two other variables are nearly significant,

TABLE 23
Motivation (MAT) Correlates of Ingratiation Role Preference (RPM)

UNINTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	.03	.05	.01	.04
Home	Ho	.15	.05	-.36*	.04
Fear	Fr	-.11	-.12	-.33*	-.14**
Narcism	Na	-.04	-.04	-.08	-.04
Superego	SE	.22**	.01	.04	.10*
Self Sentiment	SS	-.01	.02	-.04	.00
Mating	Ma	.13	-.04	.23	.06
Pugnacity	Pg	-.14	.05	-.22	-.06
Assertion	As	-.01	-.05	.03	-.03
Sweetheart/Spouse	Sw	.08	.08	-.24	.04
INTEGRATED MOTIVATION (MAT)	SCALE	STUDENT	SALES	ARMY	TOTAL
Career	Ca	-.02	-.02	.11	-.00
Home	Ho	.09	.08	.11	.09
Fear	Fr	-.03	.05	-.20	-.01
Narcism	Na	-.12	-.11	-.29*	-.14**
Superego	SE	.11	.01	-.01	.05
Self Sentiment	SS	-.15	-.01	.02	-.06
Mating	Ma	-.01	-.01	-.23	-.04
Pugnacity	Pg	-.14	-.02	-.22	-.09
Assertion	As	-.07	-.06	.25	-.03
Sweetheart/Spouse	Sw	.13	-.04	.08	.04
	N=	137	179	44	360
	.05=	.17	.15	.29	.10
	.01=	.22	.19	.38	.14

those two being the home variable (Ho) which suggests dependency on the part of the ingratiator, and the active peace seeking of the low pugnacity erg (Pg-).

Ingratiation among the student sample shows the same basic pattern on both the unintegrated levels as was seen in the Total sample. In the unintegrated component the feeling of guilt (SE) continues to be the most significant factor, with high tension related to parents and the home also indicated. Low pugnacity is displayed across both dimensions suggesting the ingratiator's unwillingness to confront or to create conflict. Besides the pugnacity on the integrated level, the student sample is also defensive and unwilling to view themselves objectively (SS-). This motivation is usually a sign of an underachiever with superficial objectives.

The Sales sample exhibited no significant variables on either the unintegrated or integrated levels for the Ingratiating subordinate.

The Army officers motives in the unintegrated realm suggest an individual who has a lack of concern or even a possible rejection of his homelife (Ho-). At the same time they seemingly enjoy a freedom from anxiety because of the numerous precautions taken in order to cover all contingencies.

Bivariate Relationships of Motivation (MAT) and Role Pressure (SAS/RI)

The following are the results obtained by the comparison of the scores from the Motivation Analysis Test and the score of the subject on the Supervise Ability Test or Responsibility Index. Only the sample of Army officers was administered both instruments, so the results will give a description of the motivation of Army officers in their pressure

roles, and/or their work environment. While this is only one sample, it is believed that the results should at least give some of the motivations of the roles in other samples as well.

The results shown in Table 24 are of the Superordinate Role Pressure variables correlated with motivation of Army leadership instructors. An authoritarian in this sample is seen as an individual who is cautious and vigilant, hence having little unintegrated fear (Fr-). At the same time, they tend to lack insight and are more superficial in their orientation (SS-). The Authoritarian has a preponderance of hostility (Pg) and desires status through the material symbols of success (As) and both of these variables may be bolstered by the redirection of the sex drive indicated by the low mating score. On the integrated level, the Authoritarian is wrapped up most in the need for social approval for enhancement of their self-esteem (As) and once again the hostility and confrontiveness seen previously in the unintegrated component.

The Equalitarian in the Army sample shows, in the unintegrated plane, that in a work situation they tend to search for resolution of conflict (Pg-). At the integrated level the Equalitarian is an individual who is not hostile (Pg-) instead, his motivation is more in the area of self-realization and awareness and in being as objective as possible (SS).

The Permissive presented in the sample is a person who does not care for competition (As-). This is consistent across both components of motivation but is the only significant variable on the integrated level. The unintegrated realm also includes the low hostility

TABLE 24
Motivation (MAT) Correlates of Superordinate Role Pressure (SAS)

Army

N = 44

UNINTEGRATED MOTIVATION (MAT)	SCALE	AUTHORITARIAN	EQUALITARIAN	PERMISSIVE
Career	Ca	.20	-.05	-.11
Home	Ho	-.02	-.12	.16
Fear	Fr	-.30*	.18	.24
Narcism	Na	-.02	-.05	.08
Superego	SE	-.05	.06	-.00
Self Sentiment	SS	-.40**	.27	.33*
Mating	Ma	-.31*	.21	.35*
Pugnacity	Pg	.40**	-.40**	-.33*
Assertion	As	.49**	-.17	-.50**
Sweetheart/Spouse	Sw	-.06	-.12	.13

INTEGRATED MOTIVATION (MAT)	SCALE	AUTHORITARIAN	EQUALITARIAN	PERMISSIVE
Career	Ca	-.02	-.02	.09
Home	Ho	.11	-.13	.01
Fear	Fr	-.15	.23	.08
Narcism	Na	-.02	-.03	.03
Superego	SE	-.26	.16	.17
Self Sentiment	SS	-.10	.35*	-.03
Mating	Ma	.25	-.25	-.11
Pugnacity	Pg	.28	-.36*	-.16
Assertion	As	.29*	-.14	-.30*
Sweetheart/Spouse	Sw	-.11	.16	.09

.05=

.29

.01=

.38

expected (Pg-) along with a strong concern for his future, and the long term goals (SS) he has set for himself. This is coupled with a high sex drive which could possibly include a high fantasy level (Ma).

Table 25 displays the Subordinate Role Pressure variables of the Army sample correlated with their motivation. The first role, the Critic, suggests a subordinate interested on the unintegrated level in his career with high aspirations for himself (Ca) and who also has a need for conflict resolution (Pg-). Significant at the integrated level are two variables. The first is the high career motivation indicating the current interest and realistic involvement along the career trait. A high motivation towards self-awareness and self-realization (SS) suggests an individual who can consider things objectively.

The rebel in the Army sample indicates a lack of concern for others (SE-) with nothing else significant on an unintegrated level. The high pugnacity erg of the integrated component suggests the individual expresses hostility directly and this is the behavior expected from a Rebel.

The Ingratiator role exhibits a nagging preoccupation and feelings of guilt (SE) about the work situation, because it shows up when the social pressure instrument is used. The low desire for confrontation (Pg-) is seen on the integrated level along with the Ingratiator's feelings of failure and unwillingness to accept responsibility indicated in the low career sentiment.

TABLE 25

Motivation (MAT) Correlates of Subordinate Role Pressure (RI)

Army

N = 44

UNINTEGRATED MOTIVATION (MAT)	SCALE	CRITIC	REBEL	INGRATIATOR
Career	Ca	.28	.05	-.24
Home	Ho	.07	-.12	.05
Fear	Fr	.13	.01	-.03
Narcism	Na	-.05	.26	-.17
Superego	SE	-.01	-.32*	.33*
Self Sentiment	SS	.08	-.14	.08
Mating	Ma	.10	-.04	.01
Pugnacity	Pg	-.30*	.26	-.05
Assertion	As	-.15	-.00	.01
Sweetheart/Spouse	Sw	-.15	.27	-.16

INTEGRATED MOTIVATION (MAT)	SCALE	CRITIC	REBEL	INGRATIATOR
Career	Ca	.39**	.06	-.31*
Home	Ho	-.02	.18	-.10
Fear	Fr	-.20	-.09	.15
Narcism	Na	-.05	.19	-.17
Superego	SE	-.09	-.09	.19
Self Sentiment	SS	.36*	-.20	-.08
Mating	Ma	-.02	.19	-.10
Pugnacity	Pg	-.14	.43**	-.31*
Assertion	As	-.13	.04	.03
Sweetheart/Spouse	Sw	.11	-.02	.00

.05= .29

.01= .38

CHAPTER IV

Discussion

The purpose of this research was to analyze the relationships between personality, motivation, and the superordinate/subordinate role preferences and pressures. As stated previously, there has been little research conducted in the cross comparison of these variables. The results of this study contributes to information on the topic in a number of different areas.

This research has advanced the understanding of what should be considered in the definition of role. The knowledge of motivational and personality factors are essential when determining the role an individual may be playing. The increased information of these factors is most specifically true of the Response to Power Model (Sweeney, 1969) used in the research. The theoretical constructs of that model have now been tested in regards to the motivational and personality composition of role preference (RPM) and role pressure (SAS/RI).

From this research there are indications that role preference, as measured on the RPM, correlates best with personality on the 16PF. While the Motivation Analysis Test correlates better with the measures of role pressure. This is a reasonable fact since the preference roles, like personality, are theorized to be long term developmental constructs. And it seems understandable that as individuals meet with social demands, they must change. And here the pressure roles correlate with the more dynamic and changeable motivational factors. If a group of individuals were to be studied for some time along these dimensions, we would probably note their pressure roles changing to meet situations of social

expectations, while their preference roles would apparently change only to long run conditions.

The environment in which these relationships occur plays an important part in the results obtained from the different samples. This is in agreement with the model of Fleishman (1962) which concerns itself with the constructs of the leader (superordinate), the led (subordinate), and the situation. The results of this research would indicate that model to be accurate in assessing the relationships involved in the superordinate/subordinate interactions. In general a consistent pattern emerged, but within each sample some differences were noted which were attributable to the varied situations.

The results of this research suggest some questions in the area of managerial training. The changes of role induced by training must effect the personality and/or the motivation of the individuals involved. In turn this is bound to effect the organizations in which these people operate. So the information from this and any subsequent research should be of value in the fabrication, implementation, and evaluation of leadership or supervisory training sessions.

In the study of subordinacy, there has been some progress made through this research. Yet it raises even more areas of needed investigation. Like what exactly is known of the influences directed upon the subordinate by his superordinate, which is especially pertinent for the role pressure measurement.

There are a number of changes in procedure suggested by the findings which include suggestions for further research. The first is that because of the type of business and military settings used to gather the

samples, the number of females in the Total sample is quite small. Additional research in this general topic area should include a vigorous attempt at obtaining a larger number of female responses. The comparison between samples along the male/female continuum with regards to the personality and motivational factors entering into the selection of a role would be worthwhile and significant.

Future research might also devote some time to the question of what would be the results of a multiple correlation in which all the motivational and personality variables are allowed to be free variables, and each superordinate/subordinate role is predicted. The results may give a better understanding of the roles, or it might only confound the results by over emphasizing the unique properties of the individual samples.

Another area of possible research that comes to mind is a further study of role preference and role pressure relationships with other more familiar personality and motivational instruments. What would the results be if tests such as the Rorschach, Minnesota Multiphasic Personality Inventory, or the California E or F scales were used to measure personality? By the same reasoning what if job interest or attitude scales were used to determine the direction and extent of the subjects motivation? Both of which are interesting and answerable questions.

Finally, the evolution of the RPM Model has led to the development of the Role Reaction Model by Sweney and Fiechtner (1973). This model defines the basic RPM roles (Authoritarian, Permissive, Rebel, and Ingratiator) in two sources of motivation within the superordinate/subor-

dinate context. The "interactive" component and the "counteractive" component define two different kinds of behaviors, and hence would be expected to correlate with greater precision with personality and motivation measures.

CHAPTER V

Summary and Conclusions

This research was undertaken with the objective of developing a better understanding of the relationships between personality, motivation, and superordinate/subordinate role preference and pressure. A number of samples from different studies and varied situations were included in the research.

The review of the literature indicated there had been no extensive efforts to combine factors of role, personality, and motivation and then study any of the possible relationships. Researchers studying role tend to fixate on the superordinate, and to discount the importance of the subordinate. At the same time there seems to be disagreement among researchers as to what is on the opposite end of the continuum from Authoritarianism.

Those conducting research in the areas of personality and motivation tend to be more interested in the universality of their samples, and did not consider separating them into groups by role styles.

The data of this research was a compilation of six studies with the sample size reaching a total of 718. These included subjects from sales, academic, manufacturing, and military environments. The samples had been administered all or part of the following instruments: Sixteen Personality Factor Test, Motivational Analysis Test, Response to Power Measure, Supervise Ability Scale, and Responsibility Index.

Analysis was performed utilizing a Pearson product-moment correlation. The correlates acquired show the relationships between the personality and motivational factors, and the superordinate/subordinate role preferences

and role pressures. The correlations also lent themselves to examination for differences between individual samples and the total correlations arrived at for each of the relationships.

The findings of this research show that there are personality and motivational factors that consistently appear with specific superordinate or subordinate role preferences and role pressures. These relationships while holding to a generalized trend, do vary from situation to situation, thereby showing the influence of environment on role. Also reinforced is the concept of role, personality and motivation being separate, but overlapping spaces.

From this research it is evident that more needs to be done in the impact of the relationships of superordinate/subordinate role preferences and pressures, and personality and motivation. Only when we better understand the underlying dimensions of role, will those people interested in managerial training and leadership development be able to meaningfully affect the relationship of superordinate/subordinate role preferences and pressures. Until this task is completed, this will continue to be an area of important research.

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